ED 361 467 AA 001 241

Resources in Education (RIE). Volume 29, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 361 486 CE 064 391

Vocational Academic Integration: Preparing Texas Students for the Work Force. Evaluation Report.

PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Education; Administrator Attitudes; Educational Legislation; *Educational Policy; *Educational Practices; Federal Legislation; High Schools; *Integrated Curriculum; Outcomes of Education; Policy Formation; Position Papers; Public Policy; Questionnaires; *School Districts; State Surveys; Statewide Planning; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Elementary Secondary Education Act; *Texas

In a study of integration of vocational and academic education in Texas, administrators of a stratified random sample of 112 school districts in the state were surveyed, and 65% responded. Steps toward integration were being taken in 84% of the districts; however, only four districts have implemented integration plans described as comprehensive. Health occupations, trade and industrial, and English courses were the most likely to be integrated. Vocational students at integration sites were found to have closed the achievement gap with college prep students by 89% in reading, 36% in math, and 75% in science. Insufficient release and preparation time for teachers was identified as the main obstacle to integration. Perkins funds for integration were spent most frequently on staff development, computer and software purchases, and additional career counselors and guidance activities. Ten recommendations for increasing integration of vocational and academic education were formulated. (Appended are the following: the administrator survey, a list of integration pilot sites, and a position statement of the Florida, New York, and Texas state councils on vocational education in reference to incorporating integration of vocational and academic education into the Elementary and Secondary Education Act.) (MN)

ED 361 504 CE 064 439

Richardson, Judith
Department of Community/Adult and Continuing Education. Focus on Program Evaluation.
PUB DATE- Aug 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Programs; Adults; Children; *Community Education; Continuing Education; Family Programs; Literacy Education; Postsecondary Education; *Program Effectiveness; *Program Implementation
IDENTIFIERS- *Des Moines Public Schools IA

An evaluation was made of the programs of the Des Moines Independent Community School District's Department of Community/Adult and Continuing Education. The 1992-93 budget for the department was $1,385,000. Ten full-time staff and 300 part-time staff administer, teach, and support program offerings. The department provides educational, recreational, and cultural programs and activities to children and adults in Des Moines. Four 8-week sessions are offered evenings and weekends during the school year and during the summer. A citizen's advisory council provides input on programs. More than 150,000 participants of all ages benefited from the district's community education offerings and the availability of buildings and grounds for educational and recreational activities in 1992-93. Participation in programs has increased in the last 10 years as colleges and universities have sought satellite space to bring classes to the neighborhood. The department is currently implementing computerized registration, facility usage scheduling, and fee collection. Future plans include development of adult training seminars for nonprofit organizations and the offering of continuing education and personal development programs at a downtown location in cooperation with downtown businesses. In addition, more courses specifically geared to senior citizens, parents, and family literacy will be added. (The document's seven appendixes contain the following: a summer enrollment chart, adult and community and continuing education advisory council by-laws, a table of contents for the instructor's manual, participation summaries, participant evaluation summary, registration exhibits, and a survey instrument designed to assess training needs.) (KC)

ED 361 523   CE 064 473

The Partnership for Academic and Career Education. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 30 Sep 90
NOTE- 706p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Articulation (Education); Community Colleges; *Cooperative Programs; Coordination; *Curriculum Development; High Schools; *Integrated Curriculum; Material Development; Program Development; State Programs; Statewide Planning; Teaching Guides; Technical Institutes; Technology; *Technology Education; Vocational Education
IDENTIFIERS- 2 Plus 2 Tech Prep Associate Degrees; *Partnership for Academic and Career Education SC; South Carolina

The project report that introduces this document describes how the Partnership for Academic and Career Education (PACE) project developed tech prep/associate degree program agreements between Tri-County Technical College and seven school districts in Anderson, Oconee, and Pikens Counties, South Carolina. The partnership resulted in restructuring of secondary curriculum options, development of seamless pathways into postsecondary programs, implementation of guidance and other support activities, enhancement of postsecondary curricula, and more high school graduates pursuing postsecondary education at the community college level. Extensive appendixes include the following: (1) sample curriculum materials, such as teacher's guides for Introduction to Technologies, Mathematics for the Workplace, and Communications for the Workplace; (2) materials explaining tech prep options in four-year colleges; (3) graphic representations of the program development model; (4) summary of new and/or enhanced course offerings by district; (5) guide listing desired competencies for each tech prep mathematics, English, and science course; (6) sample tech prep student and parent advisory guides; (7) curriculum pathways; (8) description of Technical Advanced Study procedures; (9) newspaper article; (10) guide to area business speakers; (11) career awareness brochure; (12) career planning flowchart; (13) Technical Advanced Placement faculty and staff handbook and student handbook; and (14) four electromechanical units. (YLB)

ED 361 542 CE 064 521

Tech Prep Program in Financial Services. Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 31 Aug 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Critical Thinking; *Financial Services; High Schools; High School Students; *Integrated Curriculum; Internship Programs; *Program Development; *Program Effectiveness; School Business Relationship; Summer Programs; Thinking Skills
IDENTIFIERS- Chicago Public Schools IL; Tech Prep

A tech prep program in financial services, called Chicago Academy of Finance, was developed at Jones Metropolitan High School of Business and Commerce in Chicago, Illinois. The program was designed to integrate vocational and academic skills, with an emphasis on critical thinking skills. Of the 39 students initially enrolling in the first 11th-grade tech prep class, 34 (87%) completed their first year. Most program completers were either African American (73.2%) or Hispanic (24.4%) and female (82.9%). More than 90% of these students completed the program with a grade-point average of C or better. All students eligible for internships were successfully placed in paid summer positions. A pre-academy for 9th- and 10th-grade students at Jones High School was also launched in September 1992. The program benefited from significant participatory planning and involvement of a local summer youth jobs program and business advisory council and received the Connections 2000 award for innovative curriculum integration development. (Appendixes include the following: project brochures and publicity materials; a list of implementation team members; student performance standards by program year; learning objectives, standards, and evaluation methods; program philosophy and academic and social policy statements; and reports on the project appearing in the school's newspaper.) (MN)

ED 361 561 CE 064 551

Cockrum, Jim
Retail Merchandising. A One-Semester Cluster Course for Marketing Education. Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 139p.; For related documents, see CE 064 548-552.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; Course Content; Course Descriptions; Disabilities; *Educational Planning; Educational Resources; Exceptional Persons; High Schools; Mainstreaming; *Marketing; *Merchandising; *Retailing; Special Education; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Texas

This curriculum guide was developed to help teachers use the new textbook adopted by Texas in 1991-92 for teaching the one-semester Retail Merchandising course. The guide is organized in four sections. The first section contains information on using the guide: an overview, sample lesson plans and other worksheets, suggestions for adapting instruction for special needs students, and information on the Texas teacher appraisal system. Section 2 contains the following materials for developing a scope and sequence: a description of the text and supporting materials, correlations of specific essential elements of the curriculum to the text, assignments correlated to essential elements, resource materials, overview of a recommended scope and sequence, and worksheets for planning a scope and sequence. The third section contains instructional planning sheets based on chapters, with elements, comments, chapter goals, and subheads. The fourth section contains individual planning sheets for each essential element and its subelements. Specific chapters and objectives are cited for each subelement. Planning sheets include comments on chapters, indicators of chapter content, suggested related materials, content, and assignments. (KC)

ED 361 581 CE 064 589

Technology Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 93
NOTE- 360p.; Update of ED 358 272.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Curriculum; Evaluation Criteria; Learning Activities; Outcomes of Education; Postsecondary Education; Secondary Education; *State Standards; *Student Certification; *Technology Education; *Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program course standards for technology education programs in Florida. Standards are provided for a total of 32 exploratory courses, practical arts courses, and pretechnical programs offered at the secondary or postsecondary level. Each program course standard consists of a curriculum framework and student performance standards. Each curriculum framework includes four components: major concepts/content, laboratory activities, special notes, and intended outcomes. The student performance standards listed in each individual section are cross-referenced to the intended outcomes in that same section. Included among the areas/aspects of technology covered are the following: aerospace technology, construction technology, manufacturing technology, electricity/electronics, visual communications, home maintenance, power mechanics and energy, industrial skills, applied technology, applied electronics, digital electronics, drafting and design, power and transportation, materials and processes, production technology, technology systems, and technology education for exceptional students. (MN)

ED 361 598 CE 064 626

Heft, Riva, Ed.; Rovinescu, Olivia, Ed.
Dimensions of Literacy in a Multicultural Society. Conference Proceedings (Montreal, Quebec, Canada, 1992).
PUB DATE- 93
NOTE- 323p.
LANGUAGE- English; French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Reading Programs; Civil Liberties; Classroom Techniques; Critical Reading; *Cultural Differences; *Cultural Pluralism; Educational Needs; Foreign Countries; Literacy Education; Mass Media; *Multicultural Education; Native Speakers; Numeracy; Program Development; Scientific Literacy; Special Needs Students; Teaching Methods; Technological Literacy
IDENTIFIERS- *Canada; Media Literacy; Workplace Literacy

The following papers from a conference on the dimensions of literacy in a multicultural society are included in this volume: "Literacy: Affirmation and Empowerment in a Multicultural Society" (Simms); "Literacy, Border Pedagogy, and Multiculturalism in the Aftermath of the Los Angeles Uprising" (Giroux); "Alphabetisme et Communautes Ethnoculturelles" (Wagner); "Returning to Learning" (Sinn); "Assessment of the Language Competence Required for Entry-Level Jobs" (Painchaud, Jerzak); "Literacy Task Analysis" (Lewe); "First Step: Managing Cultural Diversity in an Educational Setting" (Steyn); "Towards a Critical Multicultural Literacy Introduction" (Weil); "Journeys into Difference" (Rovinescu); "Assessment and Remediation of Cognitive Skills: Combining the Theories of Feuerstein and Freire" (Hirsch); "'I Like Me; I'm Glad to Be!'" (Hugo); "Beyond the Dichotomy of Function and Voice in Adult Literacy" (Darville); "Literacy and Schooling" (Mitiche); "Metis History and Culture" (Pasula); "Whole Language for Native Students" (Zarry); "Native Content in the English Curriculum" (Lemieux); "Native Literacy Today: The Tobique Approach" (Meekis, Bernard); "Literacy Exchange: Creating a Learning Environment" (Daigle, Spanier); "Artifacts and Alphabets: Introduction to the 'Reading the Museum' Program" (Dubinsky); "Literacy for Seniors" (Lothian); "Developing Health Promoting Messages with and for Seniors with Literacy and Language Limitations" (Petch); "Literacy for Deaf-Blind Adults" (Fleming); "Introducing a Handbook for Instructions Working with Learners Being Treated for Mental Disorders" (Davidson); "Towards the Development of Media Maturity" (Belanger); "Images of Women in Music Television: Case for Media Literacy" (Cukier); "Reading Media Science: Development of Science Literacy" (McDonagh); "Conspiracy of Silence and the Report of Aboriginal Justice Inquiry of Manitoba" (Sawchuk); "Introduction to Media Literacy" (Rother, Baron); "Crossing Borders: Building Communities" (Thakur, Hamilton); "Functional Literacy in the Scientific and Technological Domain" (Silas); "Scientific Literacy for Women" (Davis, Singer); "Computers and the Foreign Language Literacy Learner" (Krasnicki); "Computers and Literacy" (Owers); "Freedom behind Bars" (Herskowitz, Leger); "Presumed to Understand: Literacy and Criminal Justice" (McDougall-Gagnon-Gingras, Gingras, MacLatchie); "Integrating Numeracy into the Literacy Curriculum" (Ciancone); "Literacy in a Multicultural Society: A New Challenge for Adult Education" (Fear et al.); and "After Illiteracy, Then What" (Fagan). A list of recommendations is included. (MN)

ED 361 618 CG 025 013

Goldwasser, Shirley W.
Relationships, Mothers & Daughters, Fathers & Daughters: A Key to the Development of Competence?
PUB DATE- 25 Mar 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Career Choice; *Competence; *Daughters; *Fathers; Females; Individual Development; *Mothers; *Parent Child Relationship; Success

The role of parental support in the development of a woman's sense of competence was examined and compared to earlier research. Henni[illegible] study of women executives in 1970 found that a woman's supportive relationship with her father was a key factor in her development of competence. The present study was conducted to examine whether this finding would hold true today or whether the woman's relationship with her mother would be as important as the relationship with her father in terms of competence development. Women executives (N=118) completed questionnaires designed to address the problem of the development of competence in women's lives. The roles of their mother and father in contributing to their sense of competence, influencing their development, contributing to their motivation for success, and supporting their career goals were assessed over three developmental periods (early childhood, adolescence, and college and/or early career). The results suggest that, for these women executives, their mothers were equally, if not more, influential and supportive of their development of competence than were their fathers. (NB)

ED 361 639 CG 025 047

Clarke, Julie Lynn

The Sexual Functioning of Adult Women Molested as Children: A Review of Empirical Studies.

PUB DATE- 14 May 93
NOTE- 44p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Development; Adults; *Child Abuse; *Females; *Incest; *Sexual Abuse; *Sexuality

This paper reviews the research literature from 1978 to 1991 that addresses long-term effects of childhood sexual abuse on adult women's sexual functioning. Frequently reported long-term effects of childhood sexual abuse are noted, including both sexual dissatisfaction and sexual dysfunction. In terms of sexual dysfunction, it is noted that adult women molested as children may experience response inhibiting problems including fear of sex, desire dysfunction, and arousal dysfunction; orgasmic problems; and intromission problems. Incidents of flashbacks during sexual activities and increased rates of subsequent sexual assault as reported by women who were sexually abused as children are discussed. Various methodological problems of the existing research are addressed, including differences in definitions of sexual abuse, descriptions of victims and perpetrators, the nature of the sample used (sample size, clinical versus nonclinical samples, lack of appropriate control of comparison groups), and data collection and measurement issues. The review concludes that there is a need for: (1) more empirical research which utilizes large nonclinical or combined samples, control or comparison groups, standardized measures, and statistical analysis of the data; (2) operationalized definitions of sexual abuse to ease comparisons across studies; and (3) the development and utilization of special outcome measures of child sexual abuse. (Contains 35 resources.) (NB)

ED 361 660 CS 011 395

Bryant, Lizbeth A.
Literacy and Illiteracy in the Family System.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Apprehension; Communication Research; Communication Skills; *Family Influence; *Illiteracy; *Literacy; Research Needs
IDENTIFIERS- *Family Communication; Family Communication Pattern; *Literacy as a Social Process; Research Suggestions

Scholars from various disciplines who examine the role an individual plays in the family as a major influence on his/her literacy are currently considering a factor often overlooked by researchers. Mikhail Bakhtin, Basil Bernstein, David Bleich and others find a cause-and-effect relationship between literacy and family systems. This suggests the need to examine more completely the structure and dynamics of the family system. In 1983 Robert Beavers developed a continuum along which he could measure a family's effectiveness--with the optimal family operating as an open system fostering communication and literacy and the dysfunctional family (where relationships are guarded, painful, and hostile) discouraging or even punishing communication. Assuming that more than half of the families in the United States foster environments that create dysfunctional children, it follows that these children will have difficulty using language to communicate thoughts and feelings. (A 15-item selected bibliography on family, socioeconomic class, and literacy is attached.) (NH)

ED 361 680 CS 011 416

Bravi, Gerald D.; Madak, Paul R.
Reading/Writing Immersion: A Decision Making Literacy Development Project. Teacher Survey Year One (White House Plain School Division #20).
SPONS. AGENCY- Manitoba Dept. of Education and Training, Winnipeg. Student Support Branch.
PUB DATE- 23 Jun 93
NOTE- 55p.; For earlier reports in this project, see ED 347 507, ED 336 734, ED 329 908, and ED 327 845.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College School Cooperation; Elementary School Students; *High Risk Students; Inservice Teacher Education; Primary Education; Program Effectiveness; Remedial Instruction; *Remedial Programs; *Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Teacher Surveys; White Horse Plain School Division Number 20 MB

A study investigated teachers' attitudes concerning the first year of the Reading/Writing Immersion (R/WI) project, which assisted early years teachers in the White Horse Plain School Division, Manitoba, Canada, to become more effective in working with students who were at-risk of failing to develop reading and writing performance goals. Eleven of 12 participants in the project completed or partially completed surveys. Results indicated that: (1) the location and overall quality of meetings were satisfactory; (2) overall, the materials and reading used in the study group phase of the project were useful; (3) site visits were either very useful or somewhat useful, and the visits were considered as important as other components of the project; (4) in most instances, the project was meeting participant expectations, except that some participants did not expect to be so actively involved in developing objectives, collecting data, and writing reports; (5) participants were very satisfied with support provided by university staff members; (6) the reports helped participants make connections between study group materials and classroom practice, develop an implementation plan for year 2, evaluate the value of the project, and evaluate student progress; and (7) participants indicated that they had learned a number of new skills and were already using them in their classrooms. Recommendations include: continuation and expansion of the project; continuation of the study group meetings; devotion of more planning and time to debriefing sessions after site visits; and continuation of participants' assessment of student outcomes. (The survey instrument with tabulations of data for each question is attached.) (RS)

ED 361 699 CS 213 992

Siebert, Bradley G.

Burke for Freshman and Advanced Composition Students: Two Perspectives.

PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Freshman Composition; Higher Education; Models; *Rhetorical Criticism; Teaching Methods; Textbook Evaluation; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Burke (Kenneth); Composition Theory; *Process Approach (Writing)

Kenneth Burke has continued to exert a profound influence on recent theories of composition and rhetoric, specifically on how writing might be taught in the classroom. Two recent composition textbooks, "Process, Form, and Substance: A Rhetoric for Advanced Writers" by Richard Coe and "Writing Is Critical Action" by Tilly Warnock, demonstrate Burke's continuing influence. Both texts focus on the process of composition, or the notion of writing as action. Warnock develops terms for Burke's three principle ratios, and also develops questions associated with the five basic terms of the Burkean pentad. She reveals the difficulty she encountered trying to write an introduction to her volume, suggesting her own process of writing. Warnock begins the book with a strong plea for students to think of themselves as writers. Burkean thinking is integrated into Coe's book as well. Again, a central emphasis is on writing as process, as the title implies. Coe considers writing as a forming process, another reflection of Burkean thought. In two chapters, process and form meet, followed by a consideration of form in discourse, specifically narration and description. Coe situates his discussion of narration and description in the context of the linguistic constitution of perception. To conclude, both Coe and Warnock integrate Burkean theory into their texts, both in ways that should prove beneficial to the writers who use them. (HB)

ED 361 719 CS 214 014

Ridings, Robert
Literature as Expression--Literature as Artifact: Which Pedagogy Did Our English Teachers Choose?
PUB DATE- 20 Mar 93
NOTE- 5p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Educational Research; *English Teacher Education; Higher Education; Literature Appreciation; Methods Courses; Secondary Education; Surveys; *Teaching Methods
IDENTIFIERS- Eastern Washington University; Response Based Writing

Many American colleges and universities that train English majors for careers in secondary schools (Eastern Washington University, for example) expose students to two radically different modes of literature pedagogy. In the majority of courses, literature is approached as artifact and students are instructed in ways to analyze literary text, with particular attention devoted to texts that exemplify "the best that is known and thought in the world." Teacher-centered class sessions devote time to discovering common meaning in texts and developing literacy competency. In English methods courses, however, students are exposed to another model wherein the teacher's major responsibility is to help students find personal connections with texts and trust their own experiences. A study where teachers, students, and administrators were surveyed and graduate secondary English majors were interviewed found the "literature as artifact" approach dominated the classrooms of recent graduates and experienced teachers alike; however, teachers were also using a wide variety of activities such as free writing and reading logs which encouraged personal responses to reading instead of literary analysis. Recent graduates reported they would like to allow students more freedom in interpreting literary texts but are not comfortable breaking with the generally accepted model for fear of being stigmatized as radicals. (NH)

ED 361 739 CS 214 034

Trager, Robert; Russomanno, Joseph A.

Free Speech for Public School Students: A "Basic Educational Mission."

PUB DATE- Aug 93
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Court Litigation; *Freedom of Speech; Literature Reviews; Public Schools; Secondary Education; Secondary School Students; Student Publications; *Student Rights
IDENTIFIERS- *First Amendment; School Culture; Supreme Court

Noting that recent Supreme Court decisions (including Hazelwood School District v. Kuhlmeier and Bethel School District No. 403 v. Fraser) moved markedly away from protecting students' First Amendment rights, this paper examined justifications for granting public school students freedom of expression. Rather than looking at where students' First Amendment rights stand, the paper's focus is on where they should be. The paper notes that courts have granted students expressive rights (such as the case of "Tinker v. Des Moines Independent Community School District"), but then essentially withdrew them on legal (public forum) and educational (inculcating the majority's values) grounds that can lead only to continually diminished protection for students' freedom of expression. The paper argues that the approach should have been--and should be--utilizing freedom of expression rationales which are advocated for society at large. Arguing that the First Amendment is instrumental in providing the foundation for dissent, self-fulfillment, human dignity, and liberty, the paper concludes that students' expressive rights should be seen as a "basic educational mission" and are best protected by applying to the school setting basic First Amendment principles. One hundred forty-four notes are included. (RS)

ED 361 758   CS 508 265

Fuss-Reineck, Marilyn; Winegarden, Alan D.
Exploring the Impact of Communication Teaching on the Role of the Spouse.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Communication Research; *Communication Skills; Higher Education; Marital Satisfaction; *Spouses; Theory Practice Relationship
IDENTIFIERS- *Communication Behavior; Communication Competencies; Metacommunication; *Spouse Role

A study examined the impact of teaching communication on the marital roles of communication teachers and their spouses. Subjects, two male and two female communication professionals and their spouses, tape recorded their responses to eight discussion questions in a comfortable conversational format. Four themes emerged from the transcripts of the discussion: (1) possession of cognitive knowledge does not guarantee application; (2) the most positive applications seemed to be those in which the communication professional reached integration of the skill; (3) spouses expect effective communication from communication professionals; and (4) communication professionals and their spouses engaged in metacommunication frequently. Findings suggest that the ability to communicate about a couple's communication appears to be an important skill for facilitating constructive conflict in the marital relationship. Appropriate, contextual, and timely metacommunication should be added to the dimensions of marital communication competence. (Nineteen references, the discussion questions, and a form for listing demographic information are attached.) (RS)

ED 361 778   CS 508 290

Geonetta, Sam C., Ed.

Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (14th, Orlando, Florida, October 7-9, 1987).

PUB DATE- Oct 87

NOTE- 169p.; For other editions of these proceedings, see CS 508 288-295, ED 132 630, and ED 252 864-872.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Cooperation; *Desktop Publishing; Electronic Mail; Higher Education; Program Descriptions; Program Development; School Business Relationship; *Technical Writing

IDENTIFIERS- Collaborative Writing; Professional Writing

Based on the notion of "reaching out," this proceedings presents papers from the annual meeting of the Council for Programs in Technical and Scientific Communication. Papers in the proceedings are: "Southern Tech's Technical Writing Certificate" (William S. Pfeiffer); "Reach Out and Quack Someone" (Daniel R. Jones); "Reaching Out: A Rationale for University and Industrial Collaboration in Planning and Evaluating Technical Communication Programs" (Sherry Burgus Little); "Reaching Out: Designing and Teaching a Graduate-Level Course in the Theory and Research of Media Selection" (Laurie Schultz Hayes); "Reaching Out to Other Disciplines" (Muriel Zimmerman); "The Instructional Communication Workshop for Graduate Teaching Assistants in Technical Areas at the University of Missouri-Rolla" (Sam C. Geonetta); "Disciplinary Tensions: Teaching Self-Critical Reflection in an Upper-Division Technical Writing Course" (Carol Lipson); "The Metaphor of the Web: A Link between Collaborative Writing and Gender Studies" (Mary M. Lay); "Designing a Model for Collaboration" (Susan Feinberg); "The Need for Collaborative Learning Opportunities in Technical Writing" (Kenneth T. Rainey); "Reaching Out with Grant Proposals: Linking Classroom Instruction with Program Development" (Susan K. Ahern); "Electronic Documentation Comes of Age" (Henrietta Nickels Shirk); "Desktop Publishing: The Writer's Expanding Role" (Chuck Nelson); "Using Desktop Publishing in an Advanced Writing Class" (Daniel Riordan); "A Cautionary Word about Desktop Publishing" (Judith Kaufman); and "Electronic Bulletin Boards: Their Benefits to Academia" (Sherry Southard). The proceedings also includes a message from the president of CPTSC, the conference program, and results of the annual business meeting. Appendixes presenting the constitution, lists of meeting sites and dates, members, and a list of ERIC document numbers for past proceedings of the CPTSC are attached. (RS)

ED 361 798 CS 508 310

McQuillen, Jeffrey S.; And Others

Testing the Effectiveness of Intervention Programs on Children's Compliance-Resisting Behaviors.

PUB DATE- May 93

NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Behavior Change; Change Strategies; *Child Abuse; Communication Research; Communication Skills; Elementary School Students; Intervention; *Prevention; Primary Education; *Program Effectiveness; *Resistance (Psychology); Safety; *Skill Development; Young Children

IDENTIFIERS- *We Help Ourselves Program

A study examined the effectiveness of a resistance-based prevention program to increase subjects' ability to comprehend and apply resistance skills. Subjects were 30 participants in kindergarten through third grade. Fifteen subjects received resistance-based prevention training from the We Help Ourselves (WHO) program. The remaining 15 subjects received no formal resistance training. All subjects responded to the WHO Application Questionnaire (WAQ). The WAQ is a 37-item instrument specifically designed to test the effectiveness of the WHO program. The questionnaire addresses each of the five content areas covered by the WHO program: strangers, physical hurts, emotional hurts, secrets, and touches. In addition, the questionnaire examined subjects' ability to comprehend and to apply the information presented in the WHO program. Results indicated that: (1) trained subjects produced higher resistance skill ratings than untrained subjects; (2) trained subjects attained significantly higher rating than untrained subjects in their ability to respond to comprehension questions; (3) items asking the trained subjects if it is okay to resist an adult who was hurting them were often answered with a negative response; and (4) trained subjects were superior to untrained subjects in their ability to apply behaviors and techniques designed to resist abusive behaviors. Findings provide support for the effectiveness of the WHO program's ability to increase students' resistance skills. (Three tables of data are included; 39 references, the questionnaire, and the coding sheet are attached.) (Author/RS)

ED 361 818 CS 508 330

Kinnick, Katherine N.; Cameron, Glen T.

Teaching Public Relations Management: The Current State of the Art.

PUB DATE- Aug 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Communication Research; Communication Skills; *Course Content; *Course Descriptions; Higher Education; Leadership Training; *Public Relations; School Surveys; *Undergraduate Study
IDENTIFIERS- Management Skills; Professional Concerns

Despite exhortations from public relations practitioners, theorists, and educators as to the need to equip practitioners with management skills, a review of 59 academic programs in public relations finds that most undergraduate programs appear to pay only lip service to this goal. While many programs offer no undergraduate courses specifically devoted to public relations management, syllabi for those public relations management courses which are being taught reveal both a lack of consensus as to how public relations management is conceptualized and wide variations in course content emphases. Recommendations are that: (1) public relations management needs to be taught to undergraduates; (2) public relations management courses need to emphasize specific management techniques and skills; and (3) instructors need to make clear to students the consequences of failing to develop management skills. The review of the undergraduate teaching programs generated a list of suggestions for public relations management course content and identified numerous innovative teaching strategies (involving managing a public relations department, budgeting and scheduling, management trends, and issues management) used in public relations management courses at a variety of institutions. (Contains 30 references.) (Author/RS)

ED 361 836   EA 025 180

Cunningham, Craig A.
Unique Potential: A Metaphor for John Dewey's Moral Self.
PUB DATE- Apr 93
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; *Epistemology; *Ethical Instruction; Ethics; *Heuristics; Models; *Self Congruence
IDENTIFIERS- *Dewey (John)

This paper suggests that the current confusion regarding character formation is related to a postmodern dilemma about the nature of the individual child. By looking at John Dewey's concept of "potentials," and by applying this concept to his ideas about the self and experience, this paper develops a naturalistic version of the idea of "unique potential" (a "higher self") as a model to support a program in moral or character education. This model must provide the coherent view needed for an adequate conceptualization of character and also must meet the modern scientific demand for concepts grounded in the realm of experience. Specifically, this paper attempts to develop a model of the self using Dewey's epistemology. It is suggested that the concept of "unique potential" is an effective metaphor for the underlying unity of the self which could withstand the differentiations of empirical scrutiny. The discussion attempts to describe the fit between the eudaimonic concept of "daimon," or unique potential excellence, and Dewey's empirical, naturalistic epistemology. The concept is shown to be a useful heuristic device for understanding the self in its unified, organic, holistic aspects as well as in its specific, operational, microscopic activities. (LMI)

ED 361 856 EA 025 233

LaManque, Andrew S.
The Fiscal Implications of Referendum Budget Voting for New York State Small City School Districts.
PUB DATE- Apr 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgets; *Educational Economics; Educational Finance; Educational Policy; Elementary Secondary Education; Public Opinion; School Districts; *School District Spending; *Tax Allocation; *Voting
IDENTIFIERS- *New York; *Small Cities

This paper examines the fiscal implications of legislative proposals stemming from the 1985 repeal of the constitutional tax limit for the Small City School Districts (SCSDs) in New York. The proposals would allow SCSD residents to vote directly on the adoption of their school budget. This paper compares the annual percentage increase of school board-approved SCSD budgets with the increases approved by a demographically similar group of noncity districts required to hold a referendum. Based on the hypothesis that the referendum would act as a constraining device on SCSD annual expenditure increases, 1980 census data were used to examine 10 variables of public school expenditures in 31 SCSDs and 236 noncity districts. Findings indicate that because of the diverse demographic nature of the 31 SCSDs and because a similar group of noncity districts were found, educational policy should not be based on districts' classification of a "city school district." Second, tax limits in the early 1980s had little effect on the size of the annual budget increases, and the 31 SCSDs have not pursued a path of extraordinarily high budget increases since the removal of the tax limit. Third, there is no evidence to conclude that representative budget voting has resulted in systematically higher spending increases being adopted by the 31 smallest SCSDs. (LMI)

ED 361 876 EA 025 257

Cotton, Kathleen; And Others
School Improvement Research Series: Series VII, 1992-93.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 83p.; For 1987-88 series, see ED 349 704.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Educational Improvement; Elementary Secondary Education; Empathy; High Risk Students; Instructional Innovation; Mathematics Instruction; Multicultural Education; Nongraded Instructional Grouping; Public Schools; *Research and Development; School Based Management; School Restructuring; Self Concept; *Teaching Methods; *Theory Practice Relationship

This loose-leaf compendium includes three types of brief research summaries: "topical synthesis," "close-ups," and "snapshots." The single topical synthesis is entitled "School-Based Management" (Kathleen Cotton). Close-ups consist of brief definitions and essential research findings on the following topics: "Developing Empathy in Children and Youth" and "Nongraded Primary Education" (Kathleen Cotton). Four snapshots describe effective practices currently in place at various school districts throughout the country: "Building Positive Student Self-Concept" (Kathleen Cotton); "Achieving Success in Mathematics Through Innovative Programming" (Al Fitzpatrick); "Success for At-Risk Students Through Computer-Assisted Instruction" (Kathleen Cotton); and "Restructuring in a Multiethnic Environment" (Barbara K. Hernandez). Annotated bibliographies are appended to the topical synthesis and close-ups. (MLF)

ED 361 896 EA 025 285

Gips, Crystal J.; Wilkes, Maria
Teacher Concerns As They Consider an Organizational Change to Site-Based Decision Making.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; *Participative Decision Making; *Program Implementation; Public Schools; *School Based Management; *Teacher Attitudes
IDENTIFIERS- *Lancaster City School District OH

Many communities have replaced top-down, highly centralized educational structures with a decentralized model in which decisions are made at the school level. This concept relies on broad participation and support from the school personnel and the community. However, the effort to decentralize schools often faces opposition. This problem can be overcome by setting clear expectations, establishing definite goals, promoting social interaction, and exerting control over the work environment. A study of one school district in Lancaster, Ohio, in the early stages of implementing site-based decision making examined the attitudes of teachers and administrators toward change. The first stage of the study statistically analyzed voting by administrators and teachers on site-based decision making. The second phase involved interviewing teachers about their attitudes and experiences with the new organizational structure. Findings revealed that elementary school teachers were slightly more supportive of site-based decision making than secondary school teachers. A few teachers said that larger school size hindered implementation efforts. In general, teachers supported site-based decision making but had concerns over its implementation. Past decision-making structures and other factors also influenced teachers' views of site-based decision making. (Contains 14 references.) (JPT)

ED 361 917 EC 302 372

Wolfe, Priscilla Stanton; Schollaert, A. Jane
A Self-Instructional Module: Curriculum and Methods for Working with Three-through-Five-Year-Old Children with Disabilities. Field Test Edition.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- Sep 91
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131)
DESCRIPTORS- Competency Based Teacher Education; *Curriculum; *Disabilities; *Independent Study; *Inservice Teacher Education; *Learning Modules; Methods Courses; Preschool Children; Preschool Education; Teacher Education

This self-instructional curriculum module was developed to assist with early childhood special education program planning, by providing references to curricula and textbooks, curriculum guides, journal articles, videos, and demonstration model materials appropriate for self-instruction. The module is designed to help individuals locate information for self-instruction leading to three levels of knowledge: awareness; practical working knowledge; or expert. The module builds on identified key competencies for preschool personnel by connecting appropriate references and materials to specific content areas and competencies. Content areas include: model intervention programs and service delivery options; environmental characteristics and developmentally appropriate curriculum; methods for specific disabilities, individualized planning, and individualized education program development; methods for systematic instruction within a developmentally appropriate curriculum; family focused intervention; and evaluation of child and family outcomes. (Contains 121 references.) (PB)

ED 361 468 CE 064 120

Nordhaug, Odd
The Shadow Educational System: Adult Resource Development.
PUB DATE- 91
NOTE- 230p.; Published by Norwegian University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Learning; Competency Based Education; Developed Nations; Educational Policy; Foreign Countries; *Human Capital; Job Skills; *Job Training; *Labor Force Development; Nonformal Education; *Outcomes of Education; *Role of Education; Skill Development; Staff Development; Status; Vocational Education
IDENTIFIERS- *Norway

This book studies how structural factors may contribute to determining both the volume and the composition of educational activities for adults. It then examines results or outcomes from work-related training. Part I outlines the agenda of the book. Chapter 1 introduces the metaphor of the shadow educational system, which describes an educational sector that is less institutionalized and therefore less visible than traditional educational systems. It also addresses the concept of adult resource development. Part II (chapters 2-3) discusses adult education and training as parts of the wider concept of adult resource development and clarifies the distinction between adult learning and education. A theoretical framework of the field is outlined in which the concepts of macro structures, supply, demand, recruitment and participation, individual outcomes, and collective outcomes are main elements.

Part III (chapters 4-6) studies aspects of the generation of adult education--macro or societal influences comprising factors that are assumed to affect both the supply side and demand side. Part IV looks more closely at aspects of individual and collective outcomes. In chapter 7, analytical approaches to studying individual outcomes from adult education and training are presented and their potential assessed. Chapter 8 treats perceived individual outcomes from participation in personnel training. Chapter 9 examines the role that adult education and training play for the generation of work-related competences in adults. Chapter 10 suggests how individual outcomes from personnel training can be aggregated and transformed into effects on the organizational level. Part V identifies strategies and needs for future research. Contains 336 references. (YLB)

ED 361 487 CE 064 392

Evaluating Vocational Education and the Job Training Partnership Act: Adequacy, Effectiveness, and Coordination.
PUB DATE- 18 Jun 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; *Coordination; Educational Legislation; Employer Attitudes; *Employment Programs; Enrollment Trends; Federal Legislation; *Job Training; Outcomes of Education; Postsecondary Education; Program Costs; *Program Effectiveness; Secondary Education; *Vocational Education; Youth Programs
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Job Training Partnership Act 1982; *Texas

A study evaluated the adequacy, effectiveness, and coordination of vocational education and Job Training Partnership Act (JTPA) program delivery systems in Texas. Statistical data on vocational education were obtained from the Texas Education Agency and Texas Higher Education Coordinating Board, and data on JTPA programming were obtained from the Texas Department of Commerce. Data on coordination between vocational education and JTPA programs were obtained from three surveys: a survey of 210 secondary schools selected from a stratified random sample (51% response), a survey of 82 postsecondary vocational-technical institutions (59% response), and a survey of 34 Texas service delivery areas (44% response). Published evaluation reports by various research and government agencies were also consulted. The data analyzed in relation to JTPA and Perkins Act provisions, and a series of finding regarding access, training for targeted occupations, accountability, youth programs, and state- and local-level coordination were presented. Twelve program improvement recommendations were formulated. (Appended are definitions of JTPA adult and youth performance standards and hard-to-serve individuals and 1990-1991 employer ratings of secondary and postsecondary vocational-technical program completers employed in fields related to their training. Eleven tables are included.) (MN)

ED 361 505 CE 064 441

Farmer, Barbara Ann
Guidance for Implementation of the Job Training Partnership Act (JTPA) Amendments of 1992; Questions and Answers. Field Memorandum No. 34-93, Change 1.
PUB DATE- 16 Jul 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Employment Programs; *Federal Programs; Guidelines; *Job Training; Policy Formation; Postsecondary Education; *Program Implementation
IDENTIFIERS- *Job Training Partnership Act Amendments 1992

This paper provides additional guidance to states in the form of supplemental questions and answers to facilitate the development of policy for service delivery areas (SDAs) and other subrecipients of funding under the Job Training Partnership Act (JTPA) Amendments, which took effect on July 1, 1993. Topics covered are the following: definitions, relocation, Higher Education Act coordination--Pell Grants, on-the-job training, work experience, administrative standards, performance standards, monitoring and oversight, sanctions for violations of the JTPA, transition, state\planning--Human Resource Investment Council, 8 percent state education and coordination and grants, older individuals, incentive grants funds, Private Industry Council certification, program design, eligibility determination, Title IIB summer youth programs, and Title III questions. (KC)

ED 361 524 CE 064 475

Graduate Follow-up and Employer Survey 1990.

PUB DATE- Jun 91
NOTE- 195p.; For the 1989 survey report, see ED 359 405.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical
(143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Programs; *Apprenticeships; Community Colleges; Employer Attitudes; *Employment Patterns; *High School Equivalency Programs; High Schools; *Salary Wage Differentials; *Technical Education; Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- *Guam Community College

Follow-up surveys of 418 (32% response rate) Guam vocational an technical graduates and 90 of their employers (53% response rate) were conducted. Of the secondary graduates surveyed, 87% were employed full or part time, 13% were pursuing additional education, and 11% were in the military. The hourly wages of those employed full time in their fields averaged $6.55 (males) and $5.97 (females). One hundred percent of the apprenticeship (journeyworker) respondents were employed full time in their trade at a mean hourly wage of $13.92. Of the postsecondary degree and certificate graduates, 70% were employed full or part time. Males working full time in jobs related to their field averaged $12.67/hour, and their female counterparts averaged $6.03. Fifty-four percent of graduates of adult high school diploma programs were employed full time at a mean hourly rate of $6.45. A majority of employers gave the graduates ratings of "good" or "very good" in the areas of technical knowledge required for the job, work attitude, and work quality. The employers also considered vocational graduates better prepared than similar workers without specific vocational training. (Appended are the two survey instruments and initial and follow-up letters mailed to respondents. Forty-five tables are included.) (MN)

ED 361 543 CE 064 523

Choate, Larry; And Others
Information Processing Technology. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jul 92
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Business Education; Community Colleges; *Competency Based Education; *Curriculum Development; High Schools; *Information Processing; *Information Technology; Regional Schools; Secondary Education; Two Year Colleges; Vocational Schools
IDENTIFIERS- 2 Plus 2 Tech Prep Associate Degrees; Shawnee Community College IL

A tech prep/associate degree program in information technology was developed to prepare workers for entry into and advancement in occupations entailing applications of scientific principles and higher mathematics in situations involving various office machines. According to the articulation agreement reached, students from five country regional vocational systems in western Illinois would complete the first 2 years of the program at their respective secondary schools and then receive either an associate degree with a technical option or an associate degree in management after having completed their final 2 years of training at Shawnee Community College (SCC). During the course of the project, representatives from each participating school participated in inservice training and collaborated to develop a local education agency (LEA) sequence of courses, task list, and course syllabus for a course titled "Introduction to Computers." (Appended are lists of tech prep planning committee members and the advisory administrative team, the articulation agreement, the sequence of courses in the tech prep program, a task list and syllabus for the introduction to computers course, an information processing update, a news release, project information, and a financial report.) (MN)

ED 361 562 CE 064 552

Selke-Kern, Barbara E.
Validated Competency Task Lists for Apparel and Accessories Marketing.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 52p.; For related documents, see CE 064 548-551.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Competence; Competency Based Education; Distributive Education; *Fashion Industry; High Schools; Job Skills; Job Training; Marketing; *Merchandising; *Occupational Information; *Retailing; *Salesmanship; Sales Occupations; State Curriculum Guides; Task Analysis
IDENTIFIERS- Texas

Developed by a project that validated task lists by a variety of teachers and apparel marketing business persons, this guide contains task lists for occupations in the field of apparel and accessories marketing. The guide is organized in three sections. Section 1 includes the following: (1) notes on using the information in the guide; (2) a competency task list for developing training plans and instructional materials; (3) a student competency checklist for tracking individual student progress, both in the classroom and on the job; (4) a list of the main tools and equipment used on the job; and (5) a list of some of the ways basic academic skills are used on the job. Section 2 provides the same types of information as the first section, except that in this section the information applies to training stockkeepers in apparel and accessories marketing instead of salespersons. Section 3 provides details on how the competencies were developed and validated and what tools were used in doing so. (KC)

ED 361 582 CE 064 594

Agricultural Cooperative Training. Curriculum Guide for Agribusiness 501.

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational and Applied Technology Education.
PUB DATE- Aug 92
NOTE- 286p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Engineering; *Agricultural Occupations; Agricultural Skills; Behavioral Objectives; Career Education; Competence; Competency Based Education; Course Content; Educational Resources; High Schools; Leadership Training; Ornamental Horticulture; *Program Implementation; State Curriculum Guides; *Supervised Occupational Experience (Agriculture); Teaching Methods; Vocational Education
IDENTIFIERS- Texas

This curriculum guide was developed to help teachers in Texas provide training in occupational-related agricultural education to persons both in groups and on the job. The guide is organized in 33 sections. The first section covers group instruction with the remaining sections covering the following occupational titles: farm equipment operator; agricultural construction and maintenance employee; soil management employee; irrigation equipment sales and service; dairy farm worker, ranch employee; poultry farm worker; meat processing plant employee; veterinary assistant; agricultural chemicals sales and service employee; horticultural occupations; wildlife conservation employee; and poultry processing plant employee. Each section consists of an introduction and a list of essential elements, a curriculum outline listing units and topics of instruction, and a supplementary list of references. (KC)

ED 361 619 CG 025 014

Mueller, Charles W.; Orimoto, Lisa N.
The Training and Retention of Family Child Care Providers: Evaluation Results.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of Children and Youth.
PUB DATE- 30 Jun 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Dropouts; *Family Caregivers; *Job Training; *Outcomes of Education; Program Evaluation; Recruitment

This report describes a 2-year evaluation of a demonstration program designed to train family child care providers to become economically self-sufficient small business operators. The evaluation report reveals that recruitment was stable and successful; that projects provided training to the targeted number of participants and were quite successful in graduating many of these trainees; and that the training programs seemed to directly impact on the quality of the child care to be provided by participants. Placement and retention of family child care providers is described as less successful with only about one-third of original trainees providing family child care one year later. In addition to these general findings, a number of specific findings and recommendations are made related to project components (recruitment, classroom training, home visits, resource lending centers, business start-up assistance, follow-up activities and support services); project outcomes (characteristics of trainees and training completers, characteristics of training completers who become providers, characteristics of training completers who are providing child care one year later, child care skills, changes in trainee economic status, and impact on mentors); external factors (networking and licensing); and future directions (clarifying goals, considering alternative delivery models, and planning and evaluation activities). (NB)

ED 361 640 CG 025 048

Middlebrook-Stangl, Ann
Androgyny and Self-Esteem.
PUB DATE- 9 Mar 93
NOTE- 38p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Androgyny; Individual Development; Self Concept; *Self Esteem; *Sex Role; Sexual Identity

This paper examines the relationship between androgyny and self-esteem by reviewing recent research on the two topics. It is noted that, until recently, sex-typing was considered to be a normal healthy function of development and it was believed that people were happiest and most productive if their sex-typing matched their gender. Some recent research, however, indicates that self-esteem was often highest in subjects who adopt an instrumental view toward life (usually assigned as a male characteristic). Androgyny research is cited that showed a distinct class of people whose sex-role adaptability allowed them to use male and female behaviors in a way that promoted flexibility and independence. It is noted that increased self-esteem may be hypothesized to accompany such flexibility. Examples of recent research in the areas of androgyny and self-esteem are provided which allow for a greater breadth of definition for what constitutes self-esteem than much past research has included. The document concludes that, given the multidimensional aspects of both androgyny and self-esteem, a renewal of research interest in their interactions is likely to be productive. Moreover, future research needs to consider a more general population than that of college students and studies of men and women of differing ages, socioeconomic backgrounds, educational levels, and cultural affiliations are needed to provide a more complete view of the interaction of androgyny and self-esteem. (Author/NB)

ED 361 661 CS 011 396

Pavlak, Stephen A.
Informal Tests for Diagnosing Specific Reading Problems.
PUB DATE- 85
NOTE- 148p.; For a book on correcting specific reading problems, see CS 011 392.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- Diagnostic Teaching; Elementary Secondary Education; *Informal Reading Inventories; *Reading Diagnosis; *Reading Difficulties; *Reading Skills; Reading Tests; *Student Evaluation
IDENTIFIERS- Reading Management

Providing 66 ready-to-use informal diagnostic tests and other evaluative aids, this book helps reading specialists and classroom teachers identify students' individual reading problems to prescribe effective corrective or remedial instruction. Each test in the book is printed in a full-page format and is ready to duplicate as many times as needed for use with individual students, small groups, or an entire class. Sequenced in the order in which they would generally be used, the informal diagnostic aids in the book cover the basic skill areas of phonic analysis (17 tests), structural analysis (17 tests), and comprehension (18 tests), at the primary and intermediate levels, as well as survival reading skills (14 tests), at the intermediate and upper levels. An individual pupil checklist of reading skills, child interview forms, parent interview forms, interest inventories, and attitude surveys are also included in the book. (RS)

ED 361 700 CS 213 993

Steinke, Jocelyn
Writing for Readers?: Journalists' Use of Discourse Knowledge during the Newswriting Process.
PUB DATE- May 93
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Awareness; Discourse Analysis; Educational Background; Learning Experience; News Reporting; *News Writing; Protocol Analysis; Writing for Publication; *Writing Processes; Writing Research

IDENTIFIERS- Journalism Research; Journalists; *Science Writing

A study used protocol analysis to trace a group of specialized journalists' cognitive processing of information. Science writers were selected because they were hypothesized to be particularly sensitive to the needs of their audience and to rely more on audience knowledge when making decisions. Five science journalists (of about 25 contacted at professional meetings) recorded their thoughts from the time they started to write an article until the time they finished. Tape recordings were transcribed and analyzed. Results indicated that discourse knowledge, rather than audience knowledge, motivated decision making throughout the newswriting process. Findings suggest that journalists' decision making is guided by journalistic discourse conventions, not by their knowledge of the audience. Journalists learn how to accommodate the audience by relying on discourse knowledge they obtain through their educational training, professional experience and interactions with other members of the journalistic discourse community. (Contains 36 references.) (Author/RS)

ED 361 720 CS 214 015

Cazden, Courtney B.
Does Writing as Process = Writing as Social Practice?
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Grade 8; Junior High Schools; Junior High School Students; Middle Schools; Models; *Transfer of Training; Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- California; Middle School Students; Process Approach (Writing); State Competency Tests; *Writing Contexts

The workplace research of Sylvia Scribner provides a model with which to study relationships between socially and institutionally organized practices and individual cognitive processes as well as to explore relationships between practices and processes in writing and the teaching of writing. Observations and conversations in one inner-city, multi-ethnic middle school reveal how social, cultural, and institutional structures influence assignments and peer conferences. For example, "problem-solution" essays frequently required of eighth grade students represent a variant of a genre expected in the state (California) competency requirements; however, no effort is made by teachers to connect these assignments to social practices outside school, such as writing newspaper editorials. Consequently, when asking the question "Does writing as process = writing as social practice?" it seems they are at opposite ends of an admittedly controversial dimension, the dimension of hypothesized transfer. Because evidence for the transferable power of general writing knowledge is inconclusive, it is important that educators remember the challenge of the process question about "what transfers." Perhaps transferable skills cannot be taught in any narrow direct way but will be stimulated by the demands of varying purposes and audiences. (A Process-Practice diagram is attached.) (NH)

ED 361 740 CS 214 035

Sumner, David E.
The Media's Role in a Nonviolent Movement: The Nashville Student Movement.
PUB DATE- Aug 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Activism; *Black Students; *Civil Rights; *Demonstrations (Civil); Higher Education; Journalism; Journalism History; *Mass Media Role; Racial Segregation; Social Action; *Student Participation
IDENTIFIERS- *Media Coverage; Tennessee (Nashville)

Students from Nashville, Tennessee's four black higher educational institutions organized and carried out sit-ins at lunch counters of downtown department stores beginning February 1, 1960. They wanted the lunch counters opened to customers of all races. The students used press coverage to convey the nonviolent character of their movement. Because their success depended on public support, it was necessary to use the media to convey both their message--human justice and equality--and their nonviolent tactics. Because civil rights demonstrations were perceived as being associated with violence, it was important for the public to see that the students were its victims rather than its perpetuators. The morality play of the sit-ins was made-to-order for the media. The sympathetic treatment received by the students was not due to an inherently sympathetic, white-dominated media. It followed a subtle, but predictable tendency in news media coverage to make events follow a predictable "storyline," complete with heroes, villains, starring and supporting actors, all resulting in a "good conquers evil" conclusion. Media coverage played a critical role for the Nashville students. Their commitment to nonviolence made their story that much more appealing to a white press. (Eighteen references are attached.) (RS)

ED 361 759 CS 508 268

Kosloski, David L.
Considering the Role of the Physically Challenged Student in Individual Events Competition.

PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Debate; Equal Education; *Evaluation Criteria; Higher Education; National Surveys; *Physical Disabilities; Questionnaires; Speech Communication; Student Needs; *Student Participation
IDENTIFIERS- *Debate Tournaments; *Individual Events (Forensics)

To consider the role of the physically challenged student in collegiate individual events competition, a study examined the results of a preliminary survey distributed to a sampling of forensic administrators concerning the presence, recruitment, and evaluation of such students in programs nationwide. Questionnaires were mailed to 113 directors of Individual Events Programs at a sampling of institutions who were members of the National Forensic and the American Forensic Associations. A combination of both closed and open-ended questions were developed which asked about: the nature of each physically challenged student's disability, recruiting choices, concerns as a coach regarding the needs of physically challenged students, concerns as a judge regarding the evaluation of the physically challenged performer, and suggestions/opinions regarding the role of such students in collegiate forensics. Fifty-two questionnaires (46%) were returned. Results revealed that while attitudes toward diversity in forensics are positive, the logistics governing its achievement are decidedly undermining. The financial costs associated with coaching these students may often be prohibitive. In addition, lack of training causes anxiety for many coaches; student-to-student relations and applying standard criteria for evaluation are also problem areas. (The questionnaire is attached.) (NH)

ED 361 819 CS 508 331

Wicks, Robert H.
Effects of Message Discrepancy on Recall of News Information over Time.
PUB DATE- Aug 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Media Research; *News Media; *Recall (Psychology); Reliability; Undergraduate Students
IDENTIFIERS- *Discrepant Messages; *Hypermnesia

A study investigated the impact of "thought over time" as a variable that may influence recall of discrepant information encountered in the media. Earlier studies indicated that human subjects are capable of improving their recall of "consistent" sets of news information over time without the benefit of additional exposure to media information, a phenomenon known as "hypermnesia." Subjects, 50 junior and senior undergraduate students from a range of broadcast, newspaper, and magazine writing and reporting classes, were divided into 4 treatment groups that varied by medium (newspaper versus television) and message consistency (consistent versus discrepant). Subjects were asked to list each fact remembered from all the stories immediately after exposure and again 48 hours later. Subjects were asked to "think about all of the stories" during the 48 hour interval. Results indicated that: (1) subjects recalled more facts two days after exposure irrespective of message consistency; and (2) a significant difference in the amount of hypermnesia over time based on medium was not found, nor were there any interaction effects. Findings suggest that hypermnesia may occur in connection with the presentation of discrepant (as well as consistent) information if individuals can be persuaded to think about news items over time. (A figure illustrating the design of the study, one table of data, and 10 notes are included. Contains 53 references.) (Author/RS)

ED 361 837 EA 025 196

Beeson, Geoffrey W.; Matthews, Robin J.
Collaborative Decision Making between New Principals and Teachers: Policy and Practice.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Decision Making; Elementary Secondary Education; Foreign Countries; *Principals; Public Schools; *School Based Management; *Teacher Administrator Relationship
IDENTIFIERS- *Australia (Victoria)

Teacher participation in school decision making, often called participative or collaborative decision making, continues to be of significant interest in education research. Much of the discussion of collaborative decision making has centered on its claimed advantages. Research also has examined the economic, political, social, and cultural pressures which have contributed to school based decision making. Also, school-based management increases the sense of personal and political efficacy, broadens professional understanding, and increases trust in school organization. A study in Victoria, Australia, examined collaborative decision-making between beginning principals and teachers. Government policy in Victoria requires devolution of authority and responsibility to the school community, collaborative decision making, a responsive bureaucracy, educational outcomes, and the active redress of disadvantage and discrimination. The Beginning Principals Study was designed to determine how beginning principals implemented collaborative decision making. Interviews and questionnaires were used to study how 12 Victoria principals and teachers handled collaborative decision making situations. In all the decisions both the quality of the decision and its acceptance by staff were considered crucial. The study also suggests that when teachers are involved in meaningful collaboration and their input is considered important, conflict can be avoided. (Contains 26 references.) (JPT)

ED 361 857 EA 025 234

Logan, Joyce Polley

School-Based Decision Making: First-Year Perceptions of Kentucky Teachers, Principals, and Counselors.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.; Kentucky Univ., Lexington. Coll. of Education.
PUB DATE- Aug 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Development; *Decision Making; *Educational Change; High Schools; *Participative Decision Making; *School Based Management; *School Personnel; *Vocational Education
IDENTIFIERS- *Kentucky

Findings of a study that examined the perceived effects of school-based decision making (SBDM) on school curriculum, particularly vocational education, and decision-making processes are presented in this document. Sixty-nine secondary schools in Kentucky participated in SBDM during the 1991-92 school year.

Data were obtained from a survey mailed to a total of 558 school personnel--principals, counselors, English teachers, mathematics teachers, science teachers, and vocational teachers from the 69 schools. Findings indicate that 67 percent of school personnel believed that SBDM improved the quality of decision making during the initial year of operation. The highest percentage of positive responses came from principals. No major shifts in vocational education programming occurred. Forty-two percent of the returned surveys reported increased interaction of vocational and academic teachers, with a low to moderate increase in the degree of integration between vocational and academic programs. Five tables and three figures are included, as well as an executive summary. Appendices contain correspondence, questionnaires, and statistical data. (LMI)

ED 361 877 EA 025 258

Vandegrift, Judith A.; Sandler, Linda
Linking Community Service and "At-Risk" Education. Arizona Serve-America Program. Briefing Paper #2.
PUB DATE- Sep 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Community Programs; *Community Services; Disadvantaged Youth; Educational Innovation; Elementary Secondary Education; *High Risk Students; *Public Service; *School Community Programs; School Community Relationship; State Programs; *Volunteers
IDENTIFIERS- *Arizona

Based on the premise that school reform efforts must consider the needs of at-risk children, this paper discusses parallel reform efforts that focus on community service. The first part discusses logical linkages between community service and "at-risk" education and describes how Arizona is attempting to formalize these linkages within the state context of school reform. The Serve-America program, which arose from passage of the National and Community Service Act of 1990, allocates funds to states for school-based community-service programs in grades K-12. Through formalized school-community agency and youth organization/community agency partnerships, Arizona's Serve-America project is designed to: (1) encourage school-age and out-of-school youth to volunteer their services for the benefit of others in their communities; (2) increase the number of adult volunteers in Arizona's schools; (3) provide productive, meaningful experiences for participants; and (4) emphasize coordination of community agencies to avoid duplication and maximize utilization of local resources. Together, Arizona's Serve-America programs have involved over 3,300 youth and adult volunteers who provided over 11,500 hours of community service in the ares of education, community improvement, human services, public safety, and conservation. Participants reported positive changes in their attitudes and behaviors as a result of their community service and service learning participation. (LMI)

ED 361 897 EA 025 287

Morrison, James L.
Environmental Scanning in Educational Planning: Establishing a Strategic Trend Information System.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Planning; Educational Strategies; *Educational Trends; Elementary Secondary Education; *Environmental Scanning; Higher Education; Information Seeking; Information Sources; *Information Systems; *Information Utilization; *Long Range Planning; Strategic Planning

The systematic evaluation of the macroenvironment is sometimes referred to as a strategic trend information system. Strategic trend intelligence systems are highly developed, systematic intelligence programs that focus on trends and events in the external environment and provide institutions with knowledge to reduce areas of uncertainty and with lead time to adjust swiftly to unforeseen trends. Strategic trend intelligence systems depend on a comprehensive, systematic, environmental scanning program for basic information and on an organized issues-management-support system to transform information into intelligence that may be used for organizational action. This paper offers information on how to initiate and organize an environmental scanning system, such as: using environmental scanning in American higher education; establishing the organizational structure; locating available information sources; using electronic databases; assigning information resources to scanners; conducting a scanning committee meeting; developing a scanning/monitoring taxonomy; publishing a scanning newsletter; and considering methodological issues in scanning. A conclusion is that participation in the process facilitates team building, focuses attention of decision makers on the longterm future, and ensures that the developed intelligence has authority from top management. (LMI)

ED 361 918 EC 302 373

Miles, Christine
Special Education for Mentally Handicapped Pupils--A Teaching Manual. Revised Edition.
PUB DATE- 90
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arithmetic; Behavior Modification; Behavior Problems; *Classroom Techniques; *Communication Skills; *Daily Living Skills; Elementary Secondary Education; Etiology; Foreign Countries; Genetics; Humanities Instruction; Individual Development; Literacy Education; *Mental Retardation; Play; *Special Education; *Teaching Methods
IDENTIFIERS- *Pakistan

This book describes the state of special education for students with mental disabilities in Pakistan and attempts to introduce beginning teachers to special education practice. The general nature and causes of mental disabilities are discussed, including emotional problems, genetic factors, and brain damage. Teaching methods are described, stressing developmental sequences, the importance of play, the need to guarantee appropriate basic services, motivation and reward, and chaining. Principles of communicative development are explored, including speech and sentence structure, word decoding, signs and symbols, and reading and prereading skills. General principles for teaching counting and arithmetic are discussed. Daily living skills are addressed, including feeding, personal hygiene, and the importance of family involvement. General guidelines for teaching art, music, and food preparation are provided, as are principles for education centered around movement, drama, and field trips. Several chapters are devoted to problem behavior and behavior management. Appendices include guidelines for normal development, record keeping, and equipment and a list of approximately 40 useful resources including the addresses of publishers who carry relevant catalogues. (PB)

ED 361 681 CS 011 417

Flood, James; Lapp, Diane K.
Reading in America: A Progress Report. Sixth University Research Lecture, San Diego State University.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Reading Achievement; Reading Diagnosis; *Reading Habits; *Reading Instruction; Reading Processes; *Reading Research; *Student Evaluation
IDENTIFIERS- Educational Issues; National Assessment of Educational Progress

This monograph offers a progress report on reading in America. The monograph considers the idea that contemporary research indicates that competent readers are constructive and discusses reading habits of adults and children, data on 17-year-olds from the National Assessment of Educational Progress, reading instruction, reader response theory, and reading assessment. The monograph concludes with recommendations based on contemporary research: (1) teachers need to be empowered to continue to do the jobs they are doing; (2) the definition of the concept of "being literate" should be widened; (3) wide, self-selected, independent reading must be a prominent objective in reading instruction; and (4) the needs of all students must be met as society becomes increasingly more diverse. Three figures of data and a list of publications by the authors are attached. (RS)

ED 361 779 CS 508 291

Hayes, Laurie Schultz, Ed.
Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (15th, Minneapolis, Minnesota, October 19-21, 1988).
PUB DATE- Oct 88
NOTE- 60p.; For other editions of these proceedings, see CS 508 288-295, ED 132 630, and ED 252 864-872.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Academic Standards; Certification; Educational Objectives; Graduate Study; Higher Education; *Program Descriptions; Scientific and Technical Information; *Technical Writing
IDENTIFIERS- Professional Writing

Position papers and reports from workshop groups in this proceedings are based on the theme of articulation goals for technical communication programs. Papers in the proceedings included two position papers prepared to initiate discussion: "Education or Training? Issues for Certificate Programs in Technical Communication" (Henrietta Nickels Shirk); "Establishing Standards for Graduate Programs in Scientific and Technical Communication" (Billie J. Wahlstrom); the president's address: "Taking Control of How Others View Us" (Marilyn Schauer Samuels); and four reports from workshop groups: "Service Programs" (Donald Cunningham); "Certificate Programs (Katherine E. Staples); "Undergraduate Programs" (Mary Lay); and "Graduate Programs" (Carol S. Lipson). The proceedings also present the agenda for the meeting, and minutes of the annual business meeting. Appendixes list pre-registered conferees; annual meetings, sites, and dates; and officers for 1988. (RS)

ED 361 799   CS 508 311

Sego, Trina
Beyond the Four Ps: A Theoretical Explication and Research Agenda for Social Marketing.
PUB DATE- 29 May 93
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Communication Research; Ethics; Higher Education; Interdisciplinary Approach; *Marketing; *Research Needs; Social Influences
IDENTIFIERS- Research Suggestions; *Social Marketing

Advocates of social marketing in the 1970s rarely went beyond discussion of the marketing 4Ps (product, place, promotion, and price) and their application to case studies. After two decades of research on social marketing, some misunderstanding of the approach persists, and a substantial theoretical base for social marketing has not been developed. In this paper, social marketing is defined as a theoretical metaphor. The theoretical base associated with the marketing discipline is the chief advantage of the social marketing approach. In addition, social marketing is advantageous because it offers an emphasis on research, an interdisciplinary perspective, a communication mix model, a theory of exchange, and a client orientation. The ethical implications of social marketing and other approaches to communication campaigns are discussed in the paper. Research is recommended in the following areas: information processing, emotional response, source credibility and organizational sponsors, campaign evaluation, and segmentation and the knowledge gap effect. Contains 105 references. (Author)

ED 361 599 CE 064 628

Lamb, Theodore A.; Chin, Keric B. O.
The Analytic Onion: Examining Training Issues from Different Levels of Analysis. Interim Technical Paper for Period July 1989-June 1991.
PUB DATE- Sep 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Needs; *Evaluation Methods; Groups; Information Needs; *Interdisciplinary Approach; Labor Force Development; Metaphors; *Military Training; Postsecondary Education; *Research Needs; *Systems Approach

This paper proposes a conceptual framework based on different levels of analysis using the metaphor of the layers of an onion to help organize and structure thinking on research issues concerning training. It discusses the core of the "analytic onion," the biological level, and seven levels of analysis that surround that core: the individual, the group, and the organizational, community, societal, world, and space systems. Interactions between the levels are also considered. Disciplinary perspectives from biology, psychology, social psychology, political science, and sociology are presented; all are viewed as having contributions to make to the examination of training issues when the focus is on the appropriate level of analysis. The paper argues that using a single disciplinary perspective may result in missing many alternative training solutions to operational problems or solutions to training and operational problems that do not appear at first glance to be related to training or operations. Research issues and/or research questions are identified at each level of analysis. Contains 43 references. (YLB)

ED 361 662 CS 011 397

Miller, Wilma H.
Complete Reading Disabilities Handbook: Ready-To-Use Techniques for Teaching Reading Disabled Students.
PUB DATE- 93
NOTE- 421p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Elementary Education; Elementary School Students; Junior High Schools; Junior High School Students; Learning Disabilities; Middle Schools; Reading Comprehension; Reading Diagnosis; *Reading Difficulties; *Reading Strategies; *Remedial Reading; *Student Evaluation; Study Skills; Word Recognition
IDENTIFIERS- Middle School Students; Reading Recovery Projects

Intended for elementary and middle school reading and learning disability teachers, this book presents easy-to-follow explanations of the various causes of reading disabilities and over 100 reproducible assessment devices, corrective activity sheets, and other aids. The book also includes: case studies of children showing how reading problems are caused by different kinds of factors; a complete individual reading Inventory; step-by-step directions for using oral reading miscue analysis effectively; a description of the contemporary Reading Recovery Program; and specific strategies for use with learning handicapped children. Chapters in the book are: (1) What Are Reading Disabilities?; (2) General Guidelines and Materials for Diagnosing Reading Disabilities; (3) Ready-to-Use Materials for Diagnosing Disabilities in the Word-Identification Techniques; (4) Ready-to-Use Materials for Diagnosing Disabilities in Comprehension and Basic Study Skills; (5) Ready-to-Use Strategies and Activities for Correcting Disabilities in the Word-Identification Techniques; (6) Ready-to-Use Strategies and Activities for Correcting Disabilities in Comprehension and Basic Study Skills; and (7) Special Strategies and Delivery Systems for Teaching Reading Skills to Disabled Readers and Learning-Handicapped Students. Appendixes provide lists of: computer software publishers; materials for use in a reading improvement program with either disabled readers or learning-handicapped students; test publishers; and publishers of reading materials and reading software. (RS)

ED 361 469 CE 064 235

Beaudin, Bart P.; And Others

Kodak Skills Enhancement Program Curriculum: Applying Written Information in the Workplace. Report No. AEP-93-03.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.

PUB DATE- 22 Jan 93

NOTE- 135p.; For related curriculums, see CE 064 236-237; for the final report and the external evaluation report, see CE 064 945.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; Behavioral Objectives; *Corporate Education; Learning Modules; *Reading Comprehension; *Reading Skills; *Reading Strategies; Self Evaluation (Individuals); *Skill Development; Speed Reading; Transparencies

IDENTIFIERS- Kodak Skills Enhancement Program; *Workplace Literacy

This teacher's guide is intended for use in helping Kodak Corporation employees develop the basic reading skills required in their workplace. The following topics are covered in the individual modules: identifying and summarizing key ideas; mastering four techniques for accessing information (i.e., skimming, scanning, sequencing, and identifying a text's organizational structure); and using and understanding graphically displayed material. Each module includes some or all of the following: objectives, materials and guidelines for direct instruction, transparency masters, reading materials and accompanying learning activities and answer sheets, and a self-assessment instrument. strategies, and a pretest and posttest. Transparency masters and student worksheets are included. (MN)

ED 361 488 CE 064 398

Friedlander, Daniel; Hamilton, Gayle

The Saturation Work Initiative Model in San Diego: A Five-Year Follow-up Study.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jul 93
NOTE- 250p.; For earlier reports, see ED 298 285 and ED 316 648.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Employment Patterns; *Employment Programs; Employment Services; Followup Studies; Models; Program Costs; *Program Effectiveness; *Public Service Occupations; Salary Wage Differentials; *Welfare Recipients; Work Experience Programs
IDENTIFIERS- California (San Diego); *Saturation Work Initiative Model

The effectiveness of the Saturation Work Initiative Model (SWIM) was evaluated after its fifth year of operation in San Diego. Data on SWIM on participants' employment, earnings, and Aid to Families with Dependent Children (AFDC) receipt were compared to those persons in one of several control groups consisting of members of the AFDC-unemployed parent and AFDC-family group categories. The sizes of the experimental and control samples studied varied depending on duration of participation in the program; however, the sizes of the experimental and control samples considered in any given analysis were always nearly identical to one another. SWIM proved to be a highly successful and cost-effective program. It increased participants' earnings over the 5-year follow-up period by $2,076 annually per single-parent family and $1,060 annually per two-parent family. SWIM participation accelerated job finding and resulted in AFDC reductions of almost $2,000 per experimental single- and two-parent family over the 5-year period. With net costs of about $900 per participant, SWIM produced substantial gains for government budgets. (Appended are results of Greater Avenues for Independence GAIN casefile reviews, supplemental tables, and a subgroup benefit-cost analysis. Forty-one tables and 19 references are included.) (MN)

ED 361 506 CE 064 442

Hearings on H.R. 1804--Goals 2000: Educate America Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (April 22, May 4, and May 18, 1993).

PUB DATE- 93

NOTE- 261p.; Serial No. 103-17. Portions contain small/marginally legible print.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Educational Finance; *Educational Improvement; *Educational Needs; Educational Trends; Elementary Secondary Education; *Employment Patterns; *Federal Legislation; *Futures (of Society); Hearings; Labor Force Development; Postsecondary Education; Standards; State Programs

IDENTIFIERS- Congress 103rd; *Goals 2000

This document records the written and oral testimony of witnesses at a hearing on the Goals 2000: Educate America Act. The act has three main components: (1) to provide grants to states and local schools for comprehensive educational reform; (2) to promote the establishment of voluntary national education standards to assist states and local schools in their reform efforts; and (3) to establish a national board bringing together business, labor, and education to promote the development of voluntary occupational skills standards. Witnesses included representatives of education associations, business associations, the Department of Labor, and the Department of Education. Witnesses generally favored the legislation, although they offered differing interpretations and differing scenarios for carrying out parts of the act. Some witnesses stressed the need to create training paths for noncollege-bound students, and others asked that it be determined exactly what students in other countries are learning that U.S. students are not in order to improve standards of education. Witnesses stressed the need to improve mathematics skills and computer skills for all graduates. They also asked the question, "Training for what?" in that job training must be predicated on learning what skills employers want and training students in such skills. (KC)

ED 361 525 CE 064 476

Chome, Gesa, Ed.
European Symposium for the Evaluation of Innovative Projects To Integrate Disadvantaged Young People into Work (Trier, Germany, March 10-13, 1993).
PUB DATE- Sep 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Education; *Demonstration Programs; Developed Nations; *Disadvantaged; Employment Programs; Ethnic Discrimination; Foreign Countries; Innovation; Job Development; *Job Training; On the Job Training; Postsecondary Education; Secondary Education; *Unemployment; Womens Education; *Youth Employment; *Youth Programs
IDENTIFIERS- Austria; Denmark; *European Community; France; Germany; Great Britain; Netherlands; Spain

Some 180 experts from 10 European countries met at the University of Trier (Germany) to exchange information about youth assistance projects and hear views about the extent of unemployment among disadvantaged youth and development of innovative solutions. "The Failure of Young People to Cope with Life When Unemployed" (Bohnisch) showed how difficult it is to give encouragement to the unemployed by means of social studies concepts and projects. "Systematic Attempts of Social Studies to Diagnose the Life Environments of Socially Disadvantaged Young People" (Uhlendorff) drew on a social studies diagnosis of youth assistance and education planning to show the extent to which the future working lives of youth can no longer be forecast on the basis of conventional criteria. The basic tenet of "Ethnic Discrimination and Youth Unemployment" (Chauhan) was that not ethnic origin but the response to people of other colors was the cause of discrimination. Twelve projects from the European Community member states and Austria that were considered innovative in the field of assistance to the disadvantaged were presented: Escuela Taller de Valdedios (Training Workshops), Spain; Bureau "Maatwerk" (Tailor-made), Netherlands; Acting Up, Great Britain; Initial and Updating Training Federation (AUF), Germany; RADITA, Career Orientation for Foreign Girls, Austria; INTERFACE, Great Britain; Brusgaard Production School, Denmark; Traject M., Netherlands; Chantier Nature (Nature Building Site), France; Tintamarre, France; SILOG--Local Authority Qualification and Employment Project, Italy; and Employment Project Trier-North, Germany. A resolution that demanded investment in the social and vocational future of disadvantaged youth was drawn up to be sent to politicians and decision makers in member states. (YLB)

ED 361 544 CE 064 525

Tech Prep Connection FY92 Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; Curriculum Development; Higher Education; High Schools; Integrated Curriculum; Models; Partnerships in Education; *Program Implementation; *Regional Planning; Regional Schools; Universities; *Vocational Education; *Vocational Schools
IDENTIFIERS- 4 Plus 2 Plus 2 Tech Prep Programs; *Illinois

Illinois' Tech Prep Connection (TPC) project was undertaken to design and develop a comprehensive tech prep program providing sequenced, integrated academic and vocational coursework (in a 4 2 2 framework) in programs throughout five occupational clusters at the secondary, community college, and university levels. During FY92, which was its planning/orientation year, TPC served 30 high school districts with 9,000 secondary students, 2 community colleges with 5,000 students, and Western Illinois University with its 11,000 students. Twenty-nine of the 30 school districts signed project participation agreements for the 1992-1993 school year. Requests for support of TPC were mailed to 500 selected employers. Many of them responded with offers ranging from general support to specific placement opportunities for TPC students. The project team also worked with Building Fairness program personnel to promote nontraditional career opportunities and developed the following products: a tech prep booklet, brochure, newsletter, marketing materials, and standard forms for operational activities. (Several of the standard operating forms are appended along with the tech prep booklet. The booklet includes 11 references and sections on the tech prep movement, educational movement, delivery models, articulation, work-based learning, Illinois Plan for Tech Prep, assessment, and implications for higher education.) (MN)

ED 361 563 CE 064 554

Hatchett, Melvin S.; Zelade, Richard
Food Service Management. Second Edition. Answer Book/Teacher's Guide. Second Edition.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Course Content; *Dining Facilities; *Food Service; High Schools; *Job Skills; Learning Activities; Lesson Plans; Purchasing; Teaching Guides; Teaching Methods; *Test Items; Units of Study

This document contains a student assignment book with 22 assignments for a course in food service management and a teacher's guide with answers to the assignments and tips on presenting the lessons to which they pertain. The assignments cover the following topics: career opportunities; entering the food service industry; classifications of customers, restaurants, and ownership; manager responsibilities and restaurant organization; furnishings and equipment; production and storage equipment; care of equipment; promotion; menu planning; buying food; buying meats; buying fruits and vegetables; buying dairy products and staples; sanitation; safety; personnel policies; selecting personnel; employee training, motivation and supervision; tax records; financial records; and restaurants and food service in the computer age. Assignments include objectives, information, questions, and activities. The teacher's guide contains suggestions on using the assignments, answer to assignment questions, and tips on using the assignments as self-study or class work. (KC)

ED 361 583 CE 064 596

Exploring Aquaculture. Curriculum Guide for Agriscience 282.

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational and Applied Technology Education.
PUB DATE- Aug 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Production; Agricultural Skills; Agricultural Trends; Behavioral Objectives; Career Education; Competence; Competency Based Education; *Course Content; Educational Resources; High Schools; Leadership Training; State Curriculum Guides; Supervised Occupational Experience (Agriculture); Teaching Methods; Vocational Education
IDENTIFIERS- *Aquaculture; Texas

This curriculum guide provides materials for teachers to use in developing a course in "Exploring Aquaculture, Agriscience 282," one of 28 semester courses in agricultural science and technology for Texas high schools. This introductory course is designed to acquaint students with the growing industry of aquaculture; it includes aquaculture career development activities as well as leadership and recordkeeping opportunities. The guide is organized in three sections. The first section lists essential elements common to all vocational courses and those specific to this course. The second section lists the units and topics of instruction and suggested time allocations for each unit and topic. Listed also are the catalog numbers of corresponding curriculum materials available from the Instructional Materials Service of Texas A&M University. Topics covered in the course include the following: the nature and significance of aquaculture, the origins of aquaculture, identifying aquacultural organisms, exploring career opportunities, the use of water resources, methods of aquaculture production systems, methods of aquabusiness planning and management, planning and conducting leadership activities related to aquaculture, and conducting supervised agricultural experience programs related to aquaculture. The final section provides topic goals and objectives targeted for the completion of the topic. (KC)

ED 361 620 CG 025 015

Pederson, Harold; And Others
Symptomatic and Demographic Predictors of Premature Termination.
PUB DATE- 13 Sep 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Client Characteristics (Human Services); *Counselor Training; *Family Income; Graduate Students; Higher Education; Marital Status; Sex Differences; *Termination of Treatment

Premature termination of client counseling has primarily been studied in university counseling centers and outpatient therapy settings. Findings from studies at university centers have indicated that some personality variables may be related to premature termination, including low self-esteem, low anxiety, high tolerance for ambiguity, and impulsivity. There has been little clear information obtained about the demographic and psychological characteristics of clients who are unlikely to follow through with treatment. This study investigated premature termination of treatment at a university counselor training clinic. Client demographics (age, gender, education, marital status, family income, client urgency, prior counseling experience at the clinic, and prior counseling experience elsewhere) and psychological symptoms as measured by the Symptom Check List-90-Revised were analyzed for 417 primarily Caucasian clients. Two factors emerged as statistically significant: family income and being a former client at the clinic. Clients with higher incomes tended to continue in counseling, while those with lower incomes were more likely to prematurely terminate. Clients who had received prior treatment at the clinic were more likely to continue in counseling than those who were first-time clients. (NB)

ED 361 641 CG 025 049

White, Jerre Lee
Hypnosis as an Adjunct Treatment for Distress Associated with Pediatric Cancer Procedures.
PUB DATE- 21 Jun 93
NOTE- 48p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anxiety; *Cancer; Children; *Chronic Illness; Coping; *Hospitalized Children; *Hypnosis; *Medical Services; Pain; *Stress Variables; Terminal Illness

This paper reviews research literature pertaining to the pain and anxiety associated with pediatric cancer and the use of hypnosis as an adjunct treatment. It is noted that pain and anxiety are most often associated with the procedural treatment of cancer, and that the literature suggests that both pain and anxiety are multi-faceted constructs. This review focuses on the pain and anxiety associated with treatment of the disease (bone-marrow aspirations, lumbar punctures, and chemotherapy), rather than the disease itself. The general results of the literature review suggest that pain and anxiety are significant aspects of unique pediatric cancer conditions, and that hypnosis can be effective in helping to alleviate the distress associated with cancer treatment. Limitations of the present research are considered; it is noted that assessment of cancer-related pediatric distress is difficult because only a small number of instruments are available for measuring distress and because the assessment process must take into account the developmental stage and coping styles of the child. Hypnosis is viewed as a behavioral technique that can help the child distort, displace, or transform the perception of pain, and self-hypnosis is viewed as a way of empowering the child which has both medical and non-medical benefits. Recommendations are made for future research, both in the area of pain assessment and in the field of hypnosis for children. (NB)

ED 361 682 CS 011 420

Stone, Gerald; Wu, Lei
Influences of Gender and Adolescent Pleasure Book Reading on Young Adult Media Use.
PUB DATE- Aug 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Higher Education; *Mass Media Use; Media Research; *Reading Habits; Reading Research; *Recreational Reading; Secondary Education; *Sex Differences
IDENTIFIERS- Memphis State University TN; Southern Illinois University; Student Surveys

A study examined gender differences in media use with emphasis on reading for pleasure as adolescents. Subjects, 191 freshmen and sophomores enrolled in survey courses in mass media at Memphis State University and Southern Illinois University, completed surveys designed to investigate how young adults established their pattern of mass media use in the context of other leisure-time activities. Results indicated that more young females than young males read books for the pleasure, and that this difference is associated with an array of social and media use habits through a person's teenage years. However, these gender differences in media use seem to dissipate by the time young adults reach college. (Five tables of data are included; 19 references are attached.) (RS)

ED 361 701 CS 213 994

Jordan, Sarah; Purves, Alan C.
Issues in the Responses of Students to Culturally Diverse Texts: A Preliminary Study. Report Series 7.3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Differences; Higher Education; Interviews; Multicultural Education; Multicultural Textbooks; *Reader Response; Reading Research; Secondary Education; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Response to Literature; *Text Factors

A preliminary study set the groundwork for exploring the challenges secondary school teachers and students face in reading texts drawn from their own culture and from cultures quite different from their own. Interviews were conducted with 89 secondary school students, and also with university teachers and secondary school teachers of African American or Anglo-European descent (or who taught courses devoted to one or more of these groups) concerning their understanding of the course aims and objectives and of specific texts of one or more of the target cultures (African American, Asian, Native American, Hispanic/Latino, and Anglo-European). Results indicated that (1) students reacted to the story or characters and did not look at the text as a cultural artifact; (2) teachers and students had few problems reading the text as long as they did not raise cultural issues concerning the texts; (3) problems understanding what they read were seen as problems with the writer or with themselves as readers, not as problems in their cultural knowledge; and (4) many teachers believed that students need to like something to be able to comprehend it. Findings suggest that teachers have not yet come to terms with how they can best influence students to see the same cultural concerns that they have, and that unless some attempt is made to give students some factual information about the background culture of texts, then the cycle of one voice, rejection of unknown voices, could continue. (The interview schedule is attached.) (RS)

ED 361 721 CS 214 016

AUTHOR Dumas, Bethany K.; Garber, Darrell H.

Dumas, Bethany K.; Garber, Darrell H.
Students' Right to Their Language: Distinguishing Patterns and Varieties.

PUB DATE- 89
NOTE- 19p.; Revised version of a paper presented at the Conference on English Education (Minneapolis, MN, March 17, 1978).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Curriculum Development; *English Instruction; Freshman Composition; Higher Education; Linguistic Theory; *Nonstandard Dialects; *Standard Spoken Usage; Student Needs; Teacher Role; *Teaching Methods
IDENTIFIERS- Educational Issues; *English Teachers

The wide gap that exists between linguists and English teachers accounts for some of the difficulty involved in determining whether or not students "have a right to their own language." Linguists generally concern themselves with cognitive sufficiency; whereas, English teachers, concerned with behavioral sufficiency, encounter language within the context of its use. The responsibility of the teacher to the speaker of a nonstandard dialect lies in two areas, teaching spoken English and teaching written English. Four conceivable goals of teaching spoken English are: eradicationism: the students would control Standard English and give up Nonstandard English; the student would give up Nonstandard English but would not be explicitly taught Standard English; bidialectalism: the students would be taught Standard English and allowed to retain Nonstandard English; or the student would retain Nonstandard English and Standard English would not be taught. With respect to the teaching of written English, various stages of development must be considered as well as the social and institutional contexts within which the writing is taking place. The basic generalities which apply to these two areas imply that patterns and varieties of English that genuinely reflect "the dialects of students' nurture in which they find their own identity and style" must be identified before a valid discussion of students' rights to their own language can take place. (Two appendixes provide samples of student writing.) (NH)

ED 361 741 CS 214 036

Trembley, David
Guidelines for Teaching Writing to ABE and ASE Learners.
PUB DATE- Oct 93
NOTE- 21p.; Paper presented at the Annual Midwest Regional Conference on English in the Two-Year College (Madison, WI, October 7-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Basic Writing; Classroom Environment; *Journal Writing; *Self Esteem; *Student Journals; Writing Processes; *Writing Strategies
IDENTIFIERS- *Basic Writers; Process Approach (Writing)

While many factors contribute to success and/or failure in ABE (Adult Basic Education) and ASE (Adult Secondary Education) activities, ABE and ASE writers will succeed or fail in direct correlation to what is happening to their self-esteem in the context of writing instruction. The first guideline for teaching writing to adults is telling the truth about how hard and risky writing is. The second guideline is respecting the learner's integrity. Establishing the sort of climate most likely to both further the writing instruction and safeguard and enhance the self-esteem of ABE and ASE learners means creating a community of learning characterized by small-group, cooperative learning. ABE and ASE writing students must learn that writing is more process than it is event--the writing instructor must introduce them to prewriting, writing itself, and editing. The task of specifying topic, purpose, and audience will be very difficult for ABE and ASE learners. The writing journal is a teaching and learning device which is ideally suited to ABE and ASE writing instruction. Since ABE and ASE writing instruction is more a matter of process and practice than it is of new data to be acquired, the journal can even serve as a class-created text, as the primary if not exclusive means of ABE and ASE writing instruction. (Contains 20 references.) (RS)

ED 361 760 CS 508 270

Burns, Kelly L.; Switzer, Jo Young

Making the Reorganization of the Former U.S.S.R. Look Easy:
Faculty Participation in Textbook Selection.

PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Group Dynamics; Higher Education; Program Descriptions; *Speech Communication; *Textbook Evaluation; *Textbook Selection

Faculty members who want a voice in textbook selection but whose schedules are already overburdened with meetings can still participate in textbook selection. A 7-stage process for involving all faculty in the textbook selection process has been used effectively twice in a large communication fundamentals course program at a state university and once in a small program at a private college. Steps in the process are: (1) the director of the textbook selection committee prepares a clear course description; (2) the director solicits ideas from all faculty members about the characteristics they find important in the textbooks; (3) the director develops a tentative list of criteria for selection and circulates it among faculty members; (4) the director assembles the textbooks that are viable choice; (5) the director evaluates all the books against the basic criteria; (6) the texts remaining are identified for all committee members; and (7) the director schedules a meeting at which all faculty involved in selection discuss the relative merits of the texts. The final selection is one which includes input from all affected faculty; and their strong voices in the actual selection increase the likelihood that they will be satisfied. (Sample faculty surveys of textbook criteria and text features, and a textbook review form are attached.) (RS)

ED 361 780 CS 508 292

Hayes, Laurie Schultz, Ed.
Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (16th, Rochester, New York, October 12-14, 1989).
PUB DATE- Oct 89
NOTE- 21p.; For other editions of these proceedings, see CS 508 288-295, ED 132 630, and ED 252 864-872.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Faculty; Faculty Promotion; Faculty Recruitment; Higher Education; Program Evaluation; Scientific and Technical Information; *Technical Writing; Tenure
IDENTIFIERS- Professional Writing

Based on the theme of recruiting, tenuring, and promoting technical communication faculty, this proceedings presents the agenda for the 1989 annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC), a report on the annual business meeting, and a proposal to create a CPTSC Program Review Board. Appendixes present a list of preregistered conferees; a list of annual meetings, sites, and dates; a list of officers for 1989; and the constitution. (RS)

ED 361 781 CS 508 293

Zappen, James P., Ed.; Katz, Susan, Ed.
Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (17th, San Diego, California, October 11-13, 1990).
PUB DATE- Oct 90
NOTE- 87p.; For other editions of these proceedings, see CS 508 288-295, ED 132 630, and ED 252 864-872.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; Higher Education; Models; Professional Development; *Program Evaluation; *Technical Writing
IDENTIFIERS- Professional Writing

Based on the theme of assessment, this proceedings presents papers and discussions from the annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC). Three papers in the proceedings discussing curricula are: "Model(s) for Educating Professional Communicators" (Marilyn M. Cooper); "Summary of Discussion of Model(s) for Educating Professional Communicators" (Karen A. Schriver); "Summary of Discussion of Model(s) for Educating Professionals Who Communicate" (Daniel Riordan). Four papers discussing program assessment are: "Reassessing Program Assessment: The Other Side of the Coin" (Carol S. Lipson); "Measuring Institutional Culture: An Anthropological Approach to Assessment (Response to 'Reassessing Program Assessment: The Other Side of the Coin')" (Carole Yee); "Evaluating Service Programs in Scientific and Technical Communication: How Can Qualitative Research Help Us?" (Jimmie Killingsworth); and "Summary of Discussion of Papers on Program Assessment" (Henrietta Nickels Shirk). The proceedings also includes a message from the president of CPTSC, the conference program, and results of the annual business meeting. Appendixes presenting the constitution, a list of meeting sites and dates, a list of members, and a list of ERIC document numbers for past proceedings of the CPTSC. (RS)

ED 361 800 CS 508 312

Fortner, Robert S.
The Changing Context for Audience Research.
PUB DATE- 27 May 93
NOTE- 44p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Audience Participation; Case Studies; *Developing Nations; Foreign Countries; Higher Education; International Communication; International Studies; *Mass Media; Mass Media Effects; *Media Research; National Surveys; Research Needs
IDENTIFIERS- India (Bihar State); Venezuela

Examining the factors that influence the distribution of technologies in developing countries should provide new possibilities for organizations engaged in international communication and audience research to understand, and respond, to potential audiences. Five critical elements influence the distribution of media technologies in developing societies: (1) population growth and the distribution of that growth; (2) income distribution; (3) development of private commercial media; (4) metropolitanization; and (5) increasing technological sophistication and its attendant aesthetic and economic demands. The Bihar state in India (nearly 87% rural) and Venezuela (with over 86% of its population classified as urban) serve as case studies of how these factors apply in particular situations. Despite the rapid development of media since India's independence, millions of Indian citizens are still outside their reach. The discrepancy between the media rich and the media poor appears to be widening. In Venezuela, the larger the community, the higher percentage of people who report ownership of advanced media. The case of Venezuela reaffirms that the arrival of new technologies in developing countries does not necessarily allow for greater levels of involvement of the population as a whole. What results is not a global village but increasing density of access for metropolitan elites, followed by gradual extension into smaller communities. Questions asked by scholars conducting international audience research have begun to change in response to such new environments--using the old categories and assumptions will mean losing a sense of the new audiences. (Nineteen figures of data are included; 21 references are attached.) (RS)

ED 361 820 CS 508 333

Haugland, Ann
Books as Culture/Books as Commerce: An Analysis of the Text and Format of the "New York Times Book Review."
PUB DATE- Aug 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; *Book Reviews; Content Analysis; Cultural Traits; Mass Media Role; Media Research; Merchandising; *Popular Culture; *Publishing Industry
IDENTIFIERS- *New York Times; Trade Books

The oldest of the mass communication technologies, books, needs to be examined in mass communication research. Accordingly a study analyzed the structure and format of the "New York Times Book Review" to identify its dual roles: evaluating books and providing information crucial to book marketing. Also explored was how the text of the book review reflected the tension between cultural responsibility and commercial necessity. Fifty-two issues of the "New York Times Book Review" published in 1990 were content analyzed. Results indicated that: (1) overall, space was allocated roughly equally between editorial content (52%) and advertising (48%); (2) two "round-up" issues ("Summer Reading" and "Christmas Books") meshed with the commercial publishing timetable; (3) 10 of the 14 best-selling books of 1990 were reviewed, and 12 of the 14 were advertised from 1 to 3 times; and (4) best-selling books received significantly more coverage in ads and on the bestseller lists than did the Editors' Choice books, and Editors' Choice books received significantly more coverage in reviews and other editorial features than did the best-selling books. Findings suggest that the text of the "New York Times Book Review," as a cultural intermediary, reflects the culture/commerce distinction that works to define new books as either legitimate culture or mass market commodities, and by associating some books with its commercial role and some with its cultural role, the text of the "New York Times Book Review" helps to maintain the artificial distinctions that separate high and popular culture. (Two tables of data and 31 notes are included.) (RS)

ED 361 838 EA 025 208

Matthews, Robin; And Others
The Beginning Principal: Needs, Concerns, and Professional Development. Symposium Papers Presented at the Joint Conference of the Australian Association for Research in Education and the New Zealand Association for Research in Education (Geelong, Victoria, Australia, November 22-26, 1992).
PUB DATE- Nov 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Decision Making; Elementary Secondary Education; Foreign Countries; Occupational Information; *Principals; Public Schools; *School Based Management; *Teacher Administrator Relationship
IDENTIFIERS- *Australia (Victoria); *Beginning Principals

This report on a symposium is comprised of four short papers on the Beginning Principals Study in Victoria, Australia. The first paper (by Jenny Baker) chronicles the struggles of a beginning principal at a small suburban school. The government school is in a high socioeconomic area and is close to several prestigious private schools. Enrollment at the school was declining, and it had no permanent principal for several years. The second paper (by Geoff Beeson) presents the background and research design of the Beginning Principals Study. The study used interviews and surveys to examine leadership and decision making as well as the worklife, professional concerns, and development of the principalship for first timers. The third paper (by Margaret Mallia) reviews many of the findings of the Beginning Principals Study, Phase 1. Common among many of the first-time principals included in the study were feelings of isolation and a lack of preparedness in industrial and community relations. Other subjects included administrative structure, financial management, staff and relationships, industrial issues, and staff relationships. The fourth paper (by Robin Matthews) presents the design for the second phase of the study and professional-development issues. The first phase of the study revealed that the new principals' professional-development needs were not being met. (Contains 27 references.) (JPT)

ED 361 858 EA 025 235

Roberts, Rona; Kay, Steve

Report on Focus Groups Conducted for the Prichard Committee for Academic Excellence and the Partnership for Kentucky School Reform.

SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort.; Partnership for Kentucky School Reform, Lexington.; Prichard Committee for Academic Excellence, Lexington, KY.

PUB DATE- Jun 92

NOTE- 114p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Change; Elementary Secondary Education; Majority Attitudes; *Public Opinion; Public Policy; *Public Support; *School Restructuring; *State Legislation

IDENTIFIERS- *Focus Groups; *Kentucky

Findings of a study that explored focus group participants' views on public schools and Kentucky's recent education reform efforts are presented in this document. In May 1992, 7 focus groups, with a total of 70 participants, were conducted at 6 locations throughout Kentucky. Three groups consisted of citizens who were not public school employees, two consisted of small-business owners and managers, and two included only teachers. Some of the findings demonstrate support for the state's educational reform. Many people are inclined to support reform and value education highly, and even opponents recognize it as a force with staying power. Some elements of reform are based on philosophies that appeal to Kentuckians, and no major concern is brewing about taxes to support reform. However, there are reasons for concern. A sizable number of Kentuckians have formed negative opinions about some key element of reform, and many see it as externally imposed. Citizens and educational policymakers disagree on appropriate education practices and differ in their expectations of change. A conclusion is that the Kentucky Education Reform Act is not in immediate danger but neither is it in prime condition. The greatest difficulties stem from the many new ideas that reform embodies and the gap between education experts' understanding and citizens' and teachers' understandings of those new ideas. Two important factors are the legislature's ongoing strong support and the increase in successful reform implementation. Appendices contain information on methodology, demographic characteristics, and priority assigned to public issues. (LMI)

ED 361 878 EA 025 259

Carver, Fred D.
The Effectiveness of LEAD Program Elements.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Field Experience Programs; Higher Education; Internship Programs; *Leadership; *Leadership Training; *Management Development; *Program Effectiveness
IDENTIFIERS- *Gwinnett County School System GA

This paper describes the Leadership Enhancement and Development (LEAD) preparation program implemented in Gwinnett County School District, Georgia, and designed to prepare participants for assistant principalships in the school district. Those selected for the program completed year-long coursework and a 12-week internship. This report presents data from a longitudinal study at the University of Georgia (the Georgia LEAD Study, or GLS). Data were obtained from GLS questionnaires administered to four cohorts of 12-15 individuals each, GLS interviews with participants, and intradistrict LEAD evaluations. Findings indicate that the program successfully included direct field-based learning in cooperation with the school district. Program strengths included strong basic content, direct field-based learning experience, and use of the cohort as an intact learning group. Five ways in which the practicum prepared participants for practice were identified--making career choices, refining goals, engaging in realistic practice, improving personal competence, and promoting personal professional development. Two tables are included. (LMI)

ED 361 898 EA 025 291

Beasley, Jackie; And Others
Participant Responses to Leadership Training and Internship.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Faculty Development; *Leadership; *Leadership Training; Management Development; *Professional Development; *Teacher Supervision
IDENTIFIERS- *Gwinnett County School System GA

The Leadership Enhancement and Development (LEAD) program is designed meet the organization's needs by first meeting the needs of individuals. This document presents dialogue from three former participants of the LEAD program implemented in the Gwinnett County Public School System (Georgia). A vice-principal, principal, and teacher describe their experiences, such as making the transition from teacher to supervisor, improving leadership skills, and developing into a teacher leader. Participants believe that the program's strengths are the supportive relationships among the participants, the quality of the course work and teaching personnel,and the internship experience. Each expresses a high level of personal satisfaction and believes that participation in the LEAD program contributed significantly to his or her professional development. (LMI)

ED 361 919   EC 302 374

Miles, M.

Disability Information & Awareness: Afghanistan. Version 2.2.

PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agency Cooperation; Community Programs; Daily Living Skills; *Delivery Systems; *Developing Nations; *Disabilities; Elementary Secondary Education; Foreign Countries; Human Services; *Information Dissemination; Program Development; Regional Programs; Rehabilitation Programs; *Resource Centers; Vocational Rehabilitation
IDENTIFIERS- *Afghanistan

This report focuses on a project in Afghanistan that coordinates the efforts of several agencies to develop community-directed disability, rehabilitation, and education services. The program stresses community mobilization aided by skills transfer from expatriate specialists, and includes physical therapy, prosthetics, living skills and mobility training for blind participants, vocational rehabilitation, and social integration. This report focuses specifically on the informational content of the project, designed to generate disability awareness and dissemination of information, and on project activities geared toward training community organizers who can involve participating communities in identifying their own resources and setting up necessary services. The idea of regional Disability Resource Centers, with participation by associations of disabled Afghans and caregivers, is developed. An annotated bibliography of approximately 100 items lists materials on disability service development available in various languages. Notes on potential future studies are provided, and possibilities for educational integration of Afghans with disabilities are discussed. An appendix contains a paper titled "Disability Information in Afghan History." (PB)

ED 361 470 CE 064 236

Beaudin, Bart P.; And Others
Kodak Skills Enhancement Program Curriculum: Effective Written Communication in the Workplace. Report No. AEP-93-02.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 22 Jan 93
NOTE- 56p.; For related curriculums, see CE 064 235-237; for the final report and the external evaluation report, see CE 064 495.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Audience Awareness; Behavioral Objectives; Capitalization (Alphabetic); *Corporate Education; Grammar; Learning Modules; Prewriting; Punctuation; *Skill Development; Spelling; Text Structure; Transparencies; *Writing Skills
IDENTIFIERS- Kodak Skills Enhancement Program; *Workplace Literacy

This teacher's guide is intended for use in presenting a course to help Kodak Corporation employees develop the basic reading skills required in their workplace. The following topics are covered in the modules: prewriting thinking skills; information identification and organization strategies; awareness of the receiver's characteristics and needs; correct structure, spelling, grammar, and capitalization; and appropriate word choice. The following materials are included: a goal and list of objectives that apply to the four-module course as a whole, detailed outlines for instructors to follow when presenting each module, a trainer's guide, and a learner's book. The trainer's guide contains instructional guidelines, learning activities, and transparency masters. The learner's book includes instructional text and accompanying learning activities. (MN)

ED 361 600 CE 064 629

Ree, Malcolm James; And Others
General Cognitive Ability Predicts Job Performance. Interim Technical Paper for Period November 1990 - November 1991.
PUB DATE- Jan 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Cognitive Ability; Criterion Referenced Tests; Evaluation Criteria; *Experience; *Job Performance; Military Training; Postsecondary Education; *Prediction; *Predictive Measurement; *Specifications; Vocational Aptitude
IDENTIFIERS- Air Force; Armed Services Vocational Aptitude Batte

A study investigated the roles of general ability and specific abilities as predictors of several job performance criteria for Air Force enlistees in eight jobs. Subjects were 1,545 Air Force enlistees entering from 1984 through 1988 who had tested with the Armed Services Vocational Aptitude Battery (ASVAB) parallel forms 11, 12, or 13. Subjects had completed both basic military training and technical training and were for the most part working in their first term of enlistment. They were mostly white, male, 17 to 23 years old, high school or better graduates, with an average job tenure of about 28 months. General cognitive ability and specific abilities (the interaction of general ability and experience) were defined by scores on the first and subsequent principal components of the enlistment and selection and classification test, the ASVAB. Multiple regression analyses conducted in correlation matrices corrected for range restriction revealed that general ability was the best predictor of all criterion measures and that specific abilities added a statistically significant but practically small amount to predictive efficiency. For classification of large numbers of applications into large numbers of jobs, the incremental prediction due to specific abilities could be useful. (Contains 47 references.) (YLB)

ED 361 489 CE 064 399

Doolittle, Fred; And Others

The Design and Implementation of the National JTPA Study. A Summary.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 93
NOTE- 173p.; For related documents, see ED 346 307, ED 357 249, and ED 357 261.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Control Groups; Data Collection; Employment Programs; Experimental Groups; Job Training; National Surveys; Program Effectiveness; *Research Design; *Research Methodology; Sample Size; *Sampling; Site Selection; *Validity
IDENTIFIERS- *Job Training Partnership Act 1982

This report summarizes the National Job Training Partnership Act (JTPA) Study, which examined the impact of Title IIA of JTPA on participants' employment, earnings, and welfare receipt. Between 1987 and 1989, more than 20,000 adults and out-of-school youths who applied for JTPA services in 16 areas across the country were randomly assigned to a "treatment group" or to a "control" group that was ineligible for JTPA-funded services for 18 months but that remained eligible for all non-JTPA-funded services in their communities. This study evaluation report covers the following topics: origins and goals of the national JTPA study; the study's setting and design; the JTPA program in the study sites; implementation of random assignment within the JTPA program; service receipt by treatment and control groups; sample size, data collection, and related issues; and site selection and the study's external validity. Profiles of the study sites are appended, 37 exhibits are included. (Contains 23 references. (MN)

ED 361 507 CE 064 443

The Study Circle Handbook. A Manual for Study Circle Discussion Leaders, Organizers, and Participants.

PUB DATE- 93
NOTE- 18p.; For a related guide, see CE 064 444.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Discussion (Teaching Technique); *Discussion Groups; *Group Discussion; Guidelines; Leaders Guides; *Leadership Training; Learning Activities
IDENTIFIERS- *Study Circles

This handbook presents the fundamentals of successful study circle leadership. It also includes pointers for study circle organizers and participants, concluding with a comparison of dialogue and debate--a guide for distinguishing study circles from other types of discussion. The guide contains seven sections that cover the following topics: (1) What is a study circle?; (2) overview of a typical study circle; (3) tips for effective discussion leadership; (4) dealing with typical challenges; (5) the role of the organizer; (6) the role of the participant; and (7) a comparison of dialogue and debate. (KC)

ED 361 564 CE 064 557

Kastenbaum, Robert, Ed.
Encyclopedia of Adult Development.
PUB DATE- 93
NOTE- 574p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Adult Development; *Adult Learning; *Adults; *Age

Differences; *Aging (Individuals); Behavior Theories; Cognitive Processes; Communication (Thought Transfer); Competence; Coping; *Developmental Stages; Encyclopedias; Environmental Influences; Gerontology; Health; Individual Development; Intergenerational Programs; Interpersonal Relationship; Life Events; Mental Disorders; Mental Health; Parent Child Relationship; Self Actualization; Self Concept; Sex Differences; Sexual Identity; Social Influences

This encyclopedia contains 106 articles on adult development that were written by more than 75 specialists in such diverse fields as anthropology, communication, education, health sciences, history, and psychology. In a guide to related topics that is presented at the beginning of the encyclopedia, the 106 articles are grouped under the following broad topics: adulthood as a time of life; communicating; competency and coping; gender and sex influences; generations; health, illness, and survival; interpersonal relationships; mental illness; paths through life; perceiving self and world, personal change and development; social and environmental influences; theoretical perspectives; and thought processes. Many articles include substantial bibliographies. An introduction, a list of contributors, an alphabetical list of articles, and an index are also included. (MN)

ED 361 584 CE 064 597

Farm and Ranch Mechanical Repair and VEH Farm and Ranch Maintenance. Curriculum Guide for Agribusiness 121. Agricultural Mechanics.

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational and Applied Technology Education.

PUB DATE- Aug 92

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural Engineering; Agricultural Machinery Occupations; Agricultural Skills; Behavioral Objectives; Career Education; Competence; Competency Based Education; Course Content; Educational Resources; *High Risk Students; High Schools; Leadership Training; Mainstreaming; *Repair; *Special Education; State Curriculum Guides; Supervised Occupational Experience (Agriculture); Teaching Methods; Vocational Education

IDENTIFIERS- Texas

This curriculum guide provides materials for teachers to use in developing a 1- or 2-year course in agricultural mechanics for at-risk and special education students. It is one of 28 semester courses in agricultural science and technology for Texas high schools. The program prepares low-achieving students with employability skills that are transferable among agricultural mechanics-related occupations or into other vocational programs. The course guide is organized in four sections. The first section lists essential elements common to all agricultural science and technology/agricultural business courses. The second section lists the essential elements for agribusiness. The third section lists the units and topics of instruction and suggested time allocations for each unit and topic. Listed also are the catalog numbers of corresponding curriculum materials available from the Instructional Materials Service of Texas A&M University. Topics covered in the course include the following: safe work practices in agricultural mechanics-related occupations, fasteners and building materials, planning and constructing buildings and equipment, selecting and applying paint and preservatives, maintenance and use of electrical wires and motors, concrete and masonry construction, electric arc and oxyfuel welding and soldering, small engine operation and repair, maintenance of agricultural trucks and machinery, planning and conducting leadership activities related to agricultural mechanics-related occupations, and planning and conducting supervised agricultural experience programs. The final section of the guide provides topic goals and objectives targeted for the completion of the topic. (KC)

ED 361 621   CG 025 016

How Do I Get from Here to There? A Guide to Work-Based Learning.

PUB DATE- Sep 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Cooperative Education; *Education Work Relationship; High Schools; High School Students; *Student Employment; Vocational Education; Work Study Programs

This document describes work-based learning, a process that connects school and work and makes it possible for students to get a head start on a career by combining classroom study and practical experiences in a "job-like" setting or with an actual employer. It contains a personal guide to some of the work-based learning programs that are currently available in Michigan schools. It demonstrates the value of work-based learning for students who are career-bound rather than college-bound. The document begins with a section that introduces the concept of work-based learning. Career plans and the need for sound basic skills regardless of the career path one is considering are discussed. A Michigan Employability Skills Profile is included to help readers understand the need for academic, personal management, and teamwork skills. Others sections focus specifically on career and technical education; cooperative education; apprenticeships; and Tech-Prep, a program that combines vocational and academic studies to produce more "work ready" workers. The final section of the document lists a variety of other opportunities and programs, including counseling, assessment, mentorships, internships, externships, and job shadowing. (NB)

ED 361 642 CG 025 050

Brown, MaryLynne
A Review of the Literature on Inappropriate Sexual Contact Between Children: Description, Family Dynamics, and Effects.
PUB DATE- 23 Aug 93
NOTE- 47p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Children; *Family Life; *Incest; *Interpersonal Relationship; *Sexuality; *Siblings

This paper reviews the research literature from 1972 to 1990 relative to inappropriate sexual contact between children. Because of the difficulty in making a clear comparison between studies, the normal child sexual development literature was reviewed to establish a baseline for determining the nature of inappropriate sexual interactions between children and a definition of inappropriate contact was developed which synthesized common elements in definitions used by investigators who have previously conducted research in this area. The prevalence and impact of inappropriate sexual contact between children is established in a review of the relevant empirical studies. The dynamics operating in sibling incest families are identified as are common behavioral patterns that have been observed in such families. It is noted that, despite the lack of breadth and range of studies, most researchers agree that inappropriate sexual interactions between children may cause significant dysfunction for the victims. Additionally, variables which impact treatment and the various treatment approaches currently in use are considered, and treatment recommendations are offered. Overall, the review reinforces the notion that inappropriate sexual contact between children can have significant, long-term detrimental effects on the child perpetrator as well as on the child victim. (Author/NB)

ED 361 663 CS 011 398

Soni, P. Sarita, Ed.; Carmichael, Ann G., Ed.
Cognitive Science.
SPONS. AGENCY- Indiana Univ. Foundation, Bloomington.
PUB DATE- 93
NOTE- 39p.; Also supported by the Indiana University Alumni Association.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Psychology; *Cognitive Structures; Higher Education; Mathematical Models; *Perception; *Problem Solving; *Scholarship
IDENTIFIERS- Facial Perception; *Indiana University; Mind Body Problem; Neural Networks; Research Synthesis

This theme issue features five articles profiling Indiana University faculty whose work on various campuses continues to broaden and advance knowledge about cognitive science. The articles in the journal are: "A Matter of Time" (Karen Grooms) which discusses the work of Robert F. Port; "Perceiving as a Complex System" (Tom Tierney) which profiles Linda Smith and her research; "The Mind/Body Problem Revisited" (Renee Despres) which considers the interests of Timothy van Gelder; "Face Perception" (Roberta Neiger) which profiles Jim Townsend and his research; and "The Power of Abstraction in Problem Solving" (Anne Kolaczyk and Ed Kolaczyk) which discusses the research of Josh Tenenberg. (RS)

ED 361 683 CS 011 421

Bottomley, Diane; Osborn, Jean
The Effectiveness of an Intensive Decoding and Comprehension Instructional Reading Program with First Grade Students Who Are At-Risk for Learning To Read. Technical Report No. 587.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 39p.
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Criterion Referenced Tests; *Decoding (Reading); Early Intervention; Elementary School Students; Grade 1; *High Risk Students; Instructional Effectiveness; Listening Comprehension; *Reading Comprehension; Reading Instruction; Reading Programs; Reading Research; *Reciprocal Teaching
IDENTIFIERS- Instructional Analysis

To investigate the differences between an instructional program that explicitly emphasized both decoding and comprehension and one that emphasized only comprehension, a study engaged two groups of first grade children identified as being at risk for learning to read in both effective decoding instruction and meaningful comprehension and thinking activities. Many reading programs for use with academically at-risk students emphasize one aspect of reading, either decoding or comprehension, at the expense of the other. Two first-grade teachers were trained and coached in the use of reciprocal teaching. The researchers observed the teachers on a regular basis and provided them with support throughout the project. In the first phase of the study, reciprocal teaching was used as an intervention technique to improve students' ability to understand informational text that was being read aloud to them. The second phase of this study investigated the effectiveness of transferring reciprocal teaching from listening comprehension to reading comprehension. All the students received instruction in the same phonics program. Students in both the experimental (n=4; n=7) and the control (n=9) groups were administered criterion-referenced tests as pretests, interim tests, and posttests. Analysis of the data indicated that a reading program that includes both the intensive decoding program and reciprocal teaching is effective. Qualitative changes in students' dialogue in the reciprocal teaching sessions provided further evidence of the effectiveness of a reading program with a dual focus. (Thirty four references, five figures of data, and two appendixes are attached). (Author/NH)

ED 361 742 CS 214 037

Kirkland, Nancy C.
Developing a Sequential, Relevant Approach to Research Writing for High School Juniors and Seniors.

PUB DATE- 93
NOTE- 123p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Class Activities; Cooperative Planning; English Curriculum; Grade 11; Grade 12; High Schools; High School Seniors; High School Students; Research Papers (Students); *Research Skills; Skill Development; *Student Research; *Writing Assignments; *Writing for Publication
IDENTIFIERS- High School Juniors; Writing Contexts; Writing Development

A practicum was developed to restructure 11th and 12th grade research modules, using a team planning approach to design and implement a sequential, developmental research program that would be relevant to the personal and academic goals of the students and produce high quality research products. This approach embedded the process of inquiry into the total English curriculum and emphasized to the students the essential nature of research to successful living. Objectives for grade levels were determined and media center access was maximized through the cooperation and collaboration of the school media specialists. Central to the successful progress of the program was the collecting and sharing of classroom activities and strategies designed to enhance student ownership of research findings and to augment fluency and voice in reporting. Tutorials were developed to assist students in utilizing available technology, not only for the searching stage, but also for the publishing of the reports. To address relevancy and application issues, teachers allowed more student choice in selecting life-related topics, encouraged the use of personal interviews and surveys, matched students with adult writing partners, and shared research findings with interested members of the community. The overall practicum outcome was positive. Eight of the 10 groups surveyed either met or exceeded the projected goals. Most students registered dramatic increases in their perceived ability to execute the research process and in their perceived confidence to publish a research report. (Thirty figures are included and six appendixes, including teacher and student surveys, are attached. Contains 30 references.) (Author/NKA)

ED 361 761 CS 508 271

Manuto, Ron
Critical Thinking Theory and Research: A Movement in Search of Itself.

PUB DATE- Apr 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; Higher Education; Individual Differences; Interdisciplinary Approach; Nature Nurture Controversy; *Research Needs; Social Influences; *Thinking Skills
IDENTIFIERS- Educational Issues

The effort to strengthen the critical thinking skills of students in the last two decades has led to an abundance of instructional programs instituted across disciplines and integrated into core curricular requirements at United States colleges and universities. There is no theoretical consensus about what critical thinking is; neither is there a consensus about what standards or rules are needed to guide the differences between "good" and "bad" reasoning. Whether or not theorists and researchers address the issue, critical thinking is a function of intellectual performance. Differences across groups or populations are either largely inherited, learned, or some combination of both, the precise breakdown of which is still not fully understood. The theoretical notion that the brain and the exercise of its potential is somehow immutable is a myth. Those who argue that environmental and social influence are the only controlling elements of the explanation of intellectual performance are equally narrow in their analysis. The research in critical thinking, though well-intentioned and important, is in its infancy. If valid and effective programs are to be developed at all levels of education, then a more effective interdisciplinary approach appears a necessity, one that includes biologists and neurologists. (Contains 34 notes.) (RS)

ED 361 859 EA 025 236

Bean, Rita M.; And Others

Evaluating the Impact and Institutionalization of a School Restructuring Effort.

PUB DATE- Apr 93
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Change; *Educational Innovation; Elementary Education; Literacy; Outcomes of Education; Professional Development; Program Evaluation; Program Implementation; *Reading Instruction; *School Restructuring
IDENTIFIERS- *Pennsylvania

This paper presents findings of a study that evaluated the impact and institutionalization of Project READ/Inquiring School, a school-reform project for systemic change. The product of collaboration between the University of Pittsburgh and several school districts in western Pennsylvania, the project's goals are: (1) to help schools build literacy programs; and (2) to promote systemwide change through professional collaboration across grades and shared decision making in curriculum planning. Methodology included observations, focus group interviews, interviews with participating principals and teachers, and analyses of student achievement data and student writing samples. Findings indicate that the program had an overall impact on the teachers, students, and school as a whole. However, teachers tended to focus more on the strategies and activities most emphasized in the workshops. Teachers need ongoing support and feedback to help them reflect on their teaching and its impact on student learning. The program also affected student behavior, in that students of all ability levels were more actively involved in and enthusiastic about learning. Finally, recommendations are made to develop multiple measures of student performance and to involve schools in making decisions about the evaluation of instructional programs. Five tables are included. (LMI)

ED 361 879 EA 025 263

Incentive Pay for School Administrators. ERS Report.
PUB DATE- 93
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; Administrator Qualifications; *Administrators; Elementary Secondary Education; *Incentives; Job Performance; *Merit Pay; Merit Rating; Public Schools; School Administration; *School District Spending

This publication provides current data on the various merit and incentive pay plans used for administrator compensation. The report is designed to help school officials as they develop and revise administrative evaluation and compensation procedures in their school districts. School policy bodies that are considering instituting incentive pay programs for administrators can draw on the experience of school systems that have put incentive programs into practice. A letter of request sent to all school district administrators who had indicated the existence of a merit pay or incentive plan for administrators in a national survey of salaries and wages in the public schools elicited 37 usable responses. The description of each plan is presented in its original form; inclusion of a plan does not imply endorsement by the Educational Research Service. (LMI)

ED 361 899 EA 025 293

Gaustad, Joan

Risk Management: How School Districts Can Identify Risks, Reduce Losses, and Conserve Funds.

PUB DATE- Sep 93

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Accident Prevention; Cost Effectiveness; Court Litigation; Definitions; Elementary Secondary Education; *Insurance; Lawyers; *Legal Responsibility; Public Schools; *Risk; *School Accidents; School Districts; School Law; School Maintenance; School Responsibility; *School Safety

IDENTIFIERS- Preventive Maintenance; *Risk Management; Self Insurance

The ordinary conduct of school business is accompanied today by risks that were rare or unknown a few decades ago. School administrators are continually being challenged to develop new strategies to safeguard their districts' assets. Risk management is a coordinated effort to protect an organization's assets, both human and financial, from all types of risk. The first step is systematic identification of all risks to which the district may be exposed, and analysis of these risks by their probable frequency and severity. The next step, loss control, seeks to reduce or eliminate risks by preventive actions. Risk financing strategies are then used to reduce the district's financial vulnerability to the remaining, unavoidable risks. The purpose of this bulletin is to help school district officials initiate or improve their own program of risk management. Chapter 1 discusses ways of identifying and evaluating risks. Chapter 2 focusses on loss prevention. Chapter 3 examines options for financing risk. Chapter 4 explores the ways four Oregon school districts manage risk. Finally, chapter 5 considers how school boards and administrators can support risk management. (MLF)

ED 361 920 EC 302 378

Meyen, Edward L., Ed.; And Others
Educating Students with Mild Disabilities.
PUB DATE- 93
NOTE- 426p.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Classroom Techniques; Cultural Differences; *Curriculum Development; Elementary School Students; Elementary Secondary Education; Emotional Disturbances; Learning Disabilities; *Mainstreaming; *Mild Disabilities; Mild Mental Retardation; Minority Groups; Models; Normalization (Handicapped); Regular and Special Education Relationship; Resource Room Programs; Secondary School Students; *Student Evaluation; *Teaching Methods

The book contains 19 papers from the journal, "Focus on Exceptional Children," that discuss new perspectives and practices in educating students with mild disabilities. The first half of the book is titled "New Perspectives" and includes the following articles: "Beyond the Regular Education Initiative/Inclusion and the Resource Room Controversy" (Glenn Vergason and M. L. Anderegg); "The Effects of Cultural and Linguistic Variables on the Academic Achievement of Minority Children" (Joseph Whitaker and Alfonso Prieto); "Motivation and Mildly Handicapped Learners" (Teresa Mehring and Steven Colson); "General Education Collaboration: A Model for Successful Mainstreaming" (Richard Simpson and Brenda Smith Myles); "A Collaborative Model for Students with Mild Disabilities in Middle Schools" (Alan White and Lynda White); "Rethinking Secondary School Programs for Students with Learning Disabilities" (Naomi Zigmond); "Employment as an Outcome for Mildly Handicapped Students: Current Status and Future Directions" (Eugene Edgar); "Developing Self-Regulated Learners" (Steve Graham and others); "An Instructional Model for Teaching Learning Strategies" (Edwin Ellis and others); and "Academic Behavior and Grades of Mainstreamed Students with Mild Disabilities" (Lee Ann Truesdell and Theodore Abramson). The second half, "New Practices," includes the following: "Linking Assessment, Curriculum, and Instruction of Oral and Written Language" (Caren Wesson and others); "Curriculum-Based Measurement and Problem-Solving Assessment: Basic Procedures and Outcomes" (Mark Shinn and Dawn Hubbard); "Comprehensive Curriculum for Students with Mild Disabilities" (Edward Polloway and others); "Whole Language and Learners with Mild Handicaps" (Carol Westby); "Teaching Reading to Learning Disabled Students: A Review of Research-Supported Procedures" (Steve Graham and LeAnn Johnson); "The Foxfire Pedagogy: A Confluence of Best Practices for Special Education" (E. Eugene Ensminger and Harry Dangel); "Teaching Students with Learning Problems in Math" (Cecil Mercer and Susan Miller); "Techniques for Mediating Content-Area Learning: Issues and Research" (Edwin Ellis and B. Keith Lenz); and "Effective Mathematics Instruction: Development, Instruction, and Programs" (John Wills Lloyd and Clayton Keller). (PB)

ED 361 526 CE 064 477

Bailey, Thomas; Merritt, Donna

Youth Apprenticeship: Lessons from the U.S. Experience.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.
PUB DATE- Jul 93
NOTE- 5p.; For a related document, see ED 356 322.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Education; Agricultural Education;
*Apprenticeships; Cooperative Education; Cooperative Programs;
Coordination; *Educational Certificates; Educational Change;
*Education Work Relationship; Inplant Programs; *Integrated
Curriculum; Partnerships in Education; Postsecondary Education;
Secondary Education; *Student Recruitment; Technology
Education; Vocational Education
IDENTIFIERS- Career Academies; Tech Prep

Although there is no fixed definition of youth apprenticeship, a consensus is emerging on four basic components: student participation, educational content, location of instruction, and credentialing. Except for some recent pilot projects, no youth apprenticeship programs in the United States have all four components, but educators have some experience with each component. German youth apprenticeship systems avoid many problems that plague U.S. education, but philosophical and practical differences cause problems with an analogy between the two countries. Four school-to-work programs in the United States share some features with youth apprenticeship: agricultural education, cooperative education, career academies, and tech prep. An assessment of how the four components of youth apprenticeship work in these four program models shows that, first, although many programs have expanded their enrollments beyond at-risk youth or traditional vocational education students, two negative tendencies emerge: programs tend to become internally differentiated and perpetuate the divisions between types of students and college-bound students are only tenuously involved. Second, efforts to integrate academic and vocational content remains limited. Third, none of the four models even approaches the transformation of workplaces into integral parts of the basic education system. Fourth, credentialling is currently ad hoc. (Conains 10 references.) (YLB)

ED 361 545 CE 064 527

Tech Prep Degree: Preparing Tomorrow's Workforce. Design, Development and Implementation of a TECH PREP Core Program. Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- Jun 92

NOTE- 115p.; For an earlier report, see ED 347 349.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); Associate Degrees; Community Colleges; *Curriculum Development; High Schools; Integrated Curriculum; Models; Partnerships in Education; *Regional Planning; Regional Schools; Two Year Colleges; *Vocational Education; *Vocational Schools

IDENTIFIERS- 2 Plus 2 Tech Prep Associate Degrees

A four-stage project was undertaken to develop an exemplary tech prep core program to serve students in the Quad-City/Tri-County Vo Tech Regions school districts and Black Hawk Community College (BHCC) in Illinois. A core group planning committee consisting of education and business/industry representatives used the DACUM (Developing a Curriculum) approach to define core knowledge and skills needed by students in three occupational cluster areas: business, health and human services, and manufacturing. Private sector representatives and academic and technical educators collaborated to identify competencies for specific programs. To date, 4 2 2 programs are being finalized in electromechanical technology and health technology, and 4 2 programs are being finalized in production technology, business technology, agricultural technology, and technology systems. All project objectives related to articulation among the participating secondary-level schools and between them and BHCC have also been completed. (Appendixes include the tech prep core curriculum model, entrance/exit criteria for tech prep students, lists of project team members from the participating schools, project publicity materials, end-of-year reports from the participating institutions, and tech prep pilot courses for FY92.) (MN)

ED 361 702 CS 213 995

Weaver, David; Wilhoit, G. Cleveland
The American Journalist in the 1990s.
PUB DATE- May 93
NOTE- 16p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Higher Education; *Journalism; Journalism Education; National Surveys; News Media; Occupational Surveys; Organizational Change; *Profiles; *Work Attitudes
IDENTIFIERS- Journalism Research; *Journalists; *Professional Concerns

Following up on similar studies done in 1971 and 1982-83, a study surveyed American journalists in 1992 to develop a statistical profile of the "typical" journalist and to see how today's journalists compare with those of 10 or 20 years ago. Telephone interviews were conducted during the summer of 1992 with 1410 journalists. Subjects in the main probability sample of 1156 were chosen randomly from news organizations also selected randomly; response rate was 81%. Overall finding (using preliminary data) was that, although the past decade has seen great changes in journalism and the larger society, and although there has been some change and progress among American journalists, it has also been a period of little growth in overall numbers and limited change in the representation of women and minorities in journalism. The "typical" American journalist in 1992 is a white Protestant male with a bachelor's degree from a public college, is 36 years old and married, earns $31,000 a year, has 12 years experience, does not belong to a journalism association, and works for a medium-sized group-owned daily newspaper. Although there are substantial numbers of women, non-Whites, and non-Protestants working for a wide variety of small and large news media, stalled growth in media employment appears to have affected the representation of women. A bachelor's degree has become the minimum qualification necessary for practicing journalism, although only at daily newspapers is the journalism degree becoming the norm. (Contains 38 statistical graphs.) (NKA)

ED 361 821 CS 508 334

Bronstein, Carolyn; And Others
Tellin' It Like It Is: Children's Attitudes toward the Electoral Process and the '92 Campaign.
PUB DATE- Aug 93
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Attitudes; Elementary School Students; Information Sources; Intermediate Grades; Mass Media Effects; Mass Media Role; Media Research; *Political Attitudes; Political Influences; *Political Socialization; *Presidential Campaigns (United States)
IDENTIFIERS- Focus Groups Approach; Political Analysis

A study investigated children's attitudes, information sources, and interest toward the 1992 presidential election. Focus groups were conducted one week before the 1992 presidential election with 13 fourth- and fifth-grade elementary school children. Results indicated several themes: (1) overall, the children's knowledge of abstract concepts like democracy was not articulated as clearly as concrete information and feelings toward the electoral process; (2) President Bush was not the object of children's idealization--the children's images of Bush and their ratings of his job performance were overwhelmingly negative; (3) their support for challengers was not bolstered with factual content; (4) the campaign period resulted in a high level of excitement; (5) their faith in the system is solid; (6) many of the children judged Bush based on their internalized conceptions about the official role of president; (7) the children displayed varying levels of political information; (8) the broadcast media was the major source of political information; and (9) several of the children had a sophisticated political understanding. (Thirty-one references, participant demographic information, and the focus group interview schedule are attached.) (RS)

ED 361 839 EA 025 209

Office of Education Accountability. Annual Report.

PUB DATE- 2 Dec 92
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Assessment; Educational Change; *Educational Equity (Finance); Elementary Secondary Education; Outcomes of Education; *School Restructuring; *State Action; State Legislation; State Norms
IDENTIFIERS- *Kentucky

This 1992 annual report provides evidence of changes being implemented in Kentucky school districts and individual schools. Information is provided on the following: educational finance, assessment, the Education Professional Standards Board, exceptional children, extended school services, family resource/youth services centers, multicultural education, preschool, primary school, professional development, regional service centers, school-based decision making, superintendent/principal training and assessment, superintendents' screening committees, and school district investigations for legal violations. The detailed educational finance section describes Support Education Excellence in Kentucky (SEEK), a mechanism by which state funds are distributed to local school districts. Recommendations are made to develop an improved methodology for projecting the student population and to improve data collection for timely reporting. Twenty-seven tables and 11 figures are included. Appendices contain information on collection rates for school taxes, collection rates for real and tangible property, state and local revenue statistics, higher education and the Kentucky Education Reform Act, and members of various state committees. (LMI)

ED 361 601 CE 064 630

Transition from School to Work. States Are Developing New Strategies To Prepare Students for Jobs. Report to Congressional Requesters.

PUB DATE- Sep 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; *Education Work Relationship; *Federal Government; *Government Role; Government School Relationship; High Schools; Job Skills; Job Training; Literature Reviews; National Surveys; *Program Design; *Program Implementation; School Business Relationship; *State Programs; Statewide Planning; Vocational Education
IDENTIFIERS- Florida; Oregon; Tennessee; Wisconsin

To arrive at the key components of a comprehensive school-to-work transition strategy, researchers for the study reported here reviewed the literature in the field of school-to-work transition and also consulted with numerous experts in the field. To determine how many states have adopted the components of comprehensive strategies, the researchers conducted a telephone survey of all 50 states and the District of Columbia, contacting in each state the offices of the governor and the chief school officer. Four states that had formally adopted a comprehensive strategy were identified (Florida, Oregon, Tennessee, and Wisconsin), and a school district was visited in each of these states. The four states were undertaking action on several interrelated components of a comprehensive school-to-work transition strategy, namely: processes for developing academic and occupational competencies, career education and development, extensive links between school systems and employers, and meaningful workplace experiences. State and local officials and educators cited numerous obstacles, including lack of information on what other jurisdictions have done, employer reluctance to provide workplace experiences, parental aversion to their children's participation, and educator belief that targeting provisions in some federal categorical grant programs limit use of those funds. It is concluded that the federal government could help by disseminating evaluation results and other information on the lessons learned in various state and local initiatives and by providing advice on ways that schools could use existing categorical grant money. (Appendixes include the objectives, scope, and methodology of the study and additional details on district, school-level, and state-level actions.) (YLB)

Dumas, Bethany K.
Women's Language in Literature: Language and Nonverbal Communication as Reflectors of Power in Two Plays by Lillian Hellman.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Discourse Analysis; Drama; Females; Higher Education; Language Research; *Language Role; *Literary Criticism; *Power Structure; *Sex Differences; Sociolinguistics; Student Participation
IDENTIFIERS- Hellman (Lillian); Language Inquiry; Male Female Relationship; University of Tennessee

Serious and systematic exploration of the differences between the language of women and men has come only since the late 1960s, and to date little research has questioned whether and how works of literature reflect the reality described by linguists. One such informal examination was conducted in conjunction with a "Women's Language and Literature" course at the University of Tennessee where students examined the texts of two plays, "The Little Foxes" (1939) and "Another Part of the Forest" (1946). Their detailed analysis provided strong evidence that dramatic literature is a rich source of information to test the hypothesis that language shows men have power and superiority, whereas women are often defined as passive, inferior and invisible. (Contains 14 references.) (NH)

ED 361 801 CS 508 313

Soley, Lawrence C.
With Whom Are Mass Communication Researchers Communicating?

PUB DATE- Aug 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Educational Researchers; Faculty Publishing; Higher Education; *Mass Media; *Media Research; *Research Problems; *Scholarly Journals; Scholarship; *Writing for Publication
IDENTIFIERS- Consumer Magazines; Scholarly Writing; Trade Journals

A study examined whether the "most frequently published academic researchers" in mass communications, who collectively wrote 292 refereed articles, informed the public of their research findings by writing articles for consumer and trade publications. An examination of the "Reader's Guide to Periodicals" showed that the 53 academic researchers cited wrote only three consumer magazine articles during a specific period, while a similar examination of "Proquest" showed that these researchers wrote only 6.33 trade magazine articles. A "Nexis" search found that the researchers were cited by the media once every 3 years on average. These findings suggest that academic research findings are not reaching the general public and support previous arguments of C. J. Sykes and R. Jacoby that academic research is not reaching anyone except the readers of academic journals (whose readership is small). (One table of data is included. Contains 22 references.) (NKA)

ED 361 471   CE 064 237

Beaudin, Bart P.; And Others
Kodak Skills Enhancement Program Curriculum: Math for Manufacturing and Quality Control. Report No. AEP-93-01.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 22 Jan 93
NOTE- 65p.; For related curriculums, see CE 064 235-236; for the final report and the external evaluation report, see CE 064 495.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Arithmetic; Behavioral Objectives; *Corporate Education; Fractions; Learning Modules; Manufacturing; *Mathematics Skills; *Number Concepts; Percentage; Pretests Posttests; Quality Control; *Skill Development; Transfer of Training; Transparencies
IDENTIFIERS- Kodak Skills Enhancement Program; *Workplace Literacy

This teacher's guide is intended for use in helping Kodak Corporation employees develop the basic mathematics skills required to perform the manufacturing and quality control tasks expected of them. The following topics are covered in the first five modules: the four basic functions (adding, subtracting, multiplying, and dividing), calculations involving decimals, percentages, positive and negative numbers, and fractions. The sixth module reviews the topics covered in the preceding modules and helps students transfer the mathematics skills presented to applications on the shop floor. Each module includes some or all of the following: the module goal, an introduction, materials and guidelines for direct instruction, activities for use in guided practice, materials for use in applied practice, activities to develop critical thinking strategies, and a pretest and posttest. Transparency masters and student worksheets are included. (MN)

ED 361 508 CE 064 444

A Guide to Training Study Circle Leaders.
PUB DATE- 93
NOTE- 31p.; For a related handbook, see CE 064 443.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Discussion (Teaching Technique); *Discussion Groups; *Group Discussion; Guidelines; Leaders Guides; *Leadership Training; Learning Activities
IDENTIFIERS- *Study Circles

This guide was developed to help train leaders of small-group, democratic, highly participatory discussions known as "study circles." The guide is organized in two parts. The first part presents the basics of study circle leadership, and is written for participants in the training. It includes information on what a study circle is, tips for effective discussion leadership, and dealing with challenges. The second part of the guide is written for instructors of the leader training. It provides the agenda for a basic training program and specific exercises for conveying the knowledge and skills necessary for study circle leadership. Information on expanding and condensing the basic program is also given. Three appendixes address the role of the organizer, the role of the participant, and a comparison of dialogue and debate. (KC)

ED 361 565 CE 064 558

Tech Prep: A Planning and Resource Guide.

PUB DATE- Aug 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Career Education; *Educational Improvement; Educational Planning; *Educational Resources; Higher Education; High Schools; Program Implementation; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *South Carolina; *Tech Prep

This guide was developed to help administrators, teachers, students, parents, and the business community understand and implement tech prep programs in South Carolina. (Tech prep is a major restructuring strategy designed to meet the needs of students who want to function effectively in a technological workplace and to ensure that students are better prepared to pursue postsecondary education.) The guide is organized in three sections. The first section describes the South Carolina tech prep model, including its mission and vision, components, and anticipated outcome. The second section presents the requirements for a tech prep program, including requirements for a high school diploma and options after high school. In the third section, career planning is addressed. Career clusters are highlighted, and occupational specialty programs in agricultural education, business and marketing education, health occupations education, occupational home economics education, and trade and industrial education are outlined. Eleven appendixes include the following information: funding resources, South Carolina Tech Prep Consortia and map, regional tech prep locations, state-supported technical colleges, state-supported four-year colleges, private colleges, proprietary schools, apprenticeship principles, types of apprenticeships, and 80 information sources. (KC)

ED 361 622 CG 025 017

Washington State Survey of Adolescent Health Behaviors.
SPONS. AGENCY- Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Drinking; *Drug Use; Grade 6; Intermediate Grades; Medical Services; Nutrition; Physical Activity Level; Public Schools; Safety; Secondary Education; Secondary School Students; Sexuality; *Smoking; *Student Attitudes; *Student Behavior; *Substance Abuse; Suicide; Trend Analysis
IDENTIFIERS- *Washington

The 1992 Washington State Survey of Adolescent Health Behaviors (WSSAHB) was created to collect information regarding a variety of adolescent health behaviors among students in the state of Washington. It expands on two previous administrations of a student tobacco, alcohol, and other drug survey and includes questions about medical care, safety, diet and weight, physical activity and exercise, human immunodeficiency virus and Acquired Immune Deficiency Syndrome (AIDS), sexual behavior, and suicide. This report presents the results of the 1992 administration of the WSSAHB. It is intended for use by educators and program designers to help focus the development of effective school- and community-based comprehensive health education programs. The results presented are based on responses from over 15,463 public school students in grades 6, 8, 10, and 12. Findings confirmed that a serious problem still exists with substance use among public school students in Washington. It is noted that the problem is not confined to urban centers, minority students, high school students, nor to any other specific group. Other findings are reported that show actual use of alcohol decreasing for 8th, 10th, and 12th grade students, but not for 6th graders; and continued increase in use of smoking and chewing tobacco by 10th graders. Findings from the survey questions dealing with adolescent health behaviors suggest a need for statewide efforts to address a

ED 361 643 CG 025 053

Eisner, Elizabeth; Tikoff, Valentina K.
Preparanda a Sus Hijos para la Universidad. Guia para Padres (Preparing Your Child for College. A Resource Book for Parents).

PUB DATE- 93
NOTE- 66p.; For the English language version, see ED 352 589.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *College Bound Students; *College Choice; *College Preparation; *Educational Planning; Eligibility; *Financial Aid Applicants; Financial Needs; Financial Support; Higher Education; High Schools; High School Students; *Parents; *Paying for College

This document is a Spanish translation of a resource book designed to help parents help their children with the process of making decisions about college. Its purpose is to help parents to: set high expectations for their children's future; know what college options are available; plan their finances with college in mind; and know what financial assistance may be available. Using a question-and-answer format, the following topics are covered: (1) general questions about college, e.g., why attend college? what types of colleges exist? and what kinds of jobs are available to college graduates? (2) preparing for college, including what can a child do to prepare academically for college? and what can a child do outside the classroom to prepare for college? (3) choosing a college; (4) financing a college education, including: how much does a college education cost? how can a parent afford to send a child to college? what are the most common sources of financial aid? how can parents determine if a particular child is eligible for financial aid? and what are some ways to keep the cost of college down? (5) long-range planning; (6) important terms; and (7) other sources of information. Appended exercises and checklists provide materials on thinking about careers, a course planner for parent and student, college information, a college preparation checklist for students, and a financial

ED 361 664 CS 011 399

Chatton, Barbara
Using Poetry across the Curriculum: A Whole Language Approach.
PUB DATE- 93
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Art Activities; Class Activities; Elementary Education; *Integrated Activities; *Interdisciplinary Approach; Language Arts; Mathematics Instruction; Music Education; Physical Education; *Poetry; Science Instruction; Social Studies; Thematic Approach; Units of Study; *Whole Language Approach

Intended to help create an environment where poetry flourishes, this book offers elementary school teachers a formula for integrating poetry into all areas of study by exploiting their interconnections. Each chapter in the book is broken into sections dealing with basic principles and concepts. Each subsection presents and discusses poems that highlight, support, or enhance the study of these concepts. At the end of each chapter, collections of poems that focus on the subject are listed, along with pertinent professional references. Chapters in the book are: (1) Poetry and Thematic Units; (2) Poetry and Science; (3) Poetry and Mathematics; (4) Poetry and Social Studies; (5) Poetry and Language Arts; (6) Poetry, Picture Books, and Novels in the Literature Program; (7) Poetry and Art, Music, Physical Education, and Health; and (8) Sharing Poetry. A directory of publisher addresses is attached. (RS)

ED 361 782 CS 508 294

Zappen, James P., Ed.; Katz, Susan, Ed.
Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (18th, Cincinnati, Ohio, October 10-12, 1991).
PUB DATE- Oct 91
NOTE- 156p.; For other editions of these proceedings, see CS 508 288-295 and ED 252 864-872.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); *Advisory Committees; Case Studies; College Faculty; Higher Education; Models; Peer Evaluation; Program Descriptions; *Program Development; Program Evaluation; *Rhetoric; *Technical Writing
IDENTIFIERS- Professional Writing

Based on the theme of issues, questions, and controversies in program development and review, this proceedings presents papers delivered at the annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC). Papers in the proceedings are divided into four sections: Benchmarks for Quality: Developing Criteria for Review; Walking the Tightrope: Balancing the Concerns of Industry and Academia; Views from the Trenches: Case Studies in Progress; and Review, Certification, Accreditation--Is It Time to Decide? Papers in the proceedings are: "Program Development: How Do You Keep Up with the Technology?" (Martha C. Sammons); "The Place of Rhetoric in the Technical Communication Program" (Carolyn D. Rude); "The Need for a Model Program Guide" (Chuck Nelson); "Who Are the Faculty of the CPTSC?" (Maria Curro Kreppel); "Developing Criteria for Review: What Manuscript Referees Have to Say" (Mary M. Lay); "Program Development and Workplace Realities" (Stephen A. Bernhardt); "The 'Is/Ought' Tension in Technical and Scientific Communication Program Development" (Bob Johnson); "New Mexico Tech's Technical Communication Program: Introducing a Corporate Board" (Lynn Deming); "Articulating Goals for a University/Corporate Advisory Board" (Deborah S. Bosley); "Benefits of a Review and Rating System" (Chris Velotta); "Assessing Program Self-Assessment: A View from the Trenches" (Carol S. Lipson); "If It Isn't Broken, Why Fix It? Ongoing Development of an Established Program" (Gloria Jaffe); "Starting at the Beginning: Program Assessment as Part of Program Design" (Meg Morgan); "Accreditation: Time to Act" (Katherine Staples); and "A Case for Program Review, Not Certification" (Sherry Burgus Little). The proceedings also includes a message from the president of CPTSC, the conference program, and results of the annual business meeting. Appendixes present the constitution, a list of meeting sites and dates, a list of members, and draft documents from the Program Review Board Planning Committee. (RS)

ED 361 880 EA 025 266

Smith, James R.

Leadership versus Control: A Strategic Approach to Lasting School Reform.

PUB DATE- 92

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; *Change Strategies; *Educational Change; *Educational Planning; Elementary Secondary Education; Longrange Planning; Middle Schools; *Policy Formation; School Restructuring; State Action; *Statewide Planning; Strategic Planning

IDENTIFIERS- *California

This handbook, based on an address given by James R. Smith, a former deputy superintendent of public instruction in the California State Department of Education, describes the elements of California's strategic approach for lasting school reform. The assertion is made that lasting, positive, and major changes in schools require that state policymakers develop the capacity for reform at the local level and free people at the school site to actually conduct the reform. A strategic planning model, as an alternative to reform implemented by control, consists of the following elements: communicate a clear vision; hold people accountable for results; and provide assistance to help produce the desired results. Specific techniques of strategic planning are described: (1) visualize the whole job; (2) contrast what is wanted with what is now occurring; (3) customize descriptions of the vision for various constituencies; (4) shape the rules; (5) provide incentives; (6) target activities as close to the teacher-student interaction as possible; (7) pull on all the levers; (8) build alliances; (9) seek a statewide payoff; and (10) use data. Two figures, one of which outlines the English language arts framework, are included. (LMI)

ED 361 490 CE 064 406

Adult & Community Education. Draft National Policy.

PUB DATE- 28 May 93
NOTE- 17p.; Prepared by the Australian Education Council/Ministers of Vocational Education, Employment and Training (AEC/MOVEET) Working Party on the Development of a National Policy for Adult and Community Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Adult Education; *Community Education; *Coordination; Educational Cooperation; *Educational Objectives; Educational Opportunities; *Educational Policy; Educational Strategies; Equal Education; Foreign Countries; National Programs; Outcomes of Education; Partnerships in Education; *Policy Formation; Position Papers; Student Centered Curriculum
IDENTIFIERS- *Australia

Australian commonwealth, state, and territory ministers for education and training established a joint working party to develop a draft national policy on adult and community education (ACE) in Australia. Recognizing that the precise boundaries of ACE are best set by individual states and territories, the working party refrained from developing any strict definition of ACE and instead based its draft policy on the following underlying principles: (1) adults have diverse and changing learning needs throughout their lives and therefore require a correspondingly diverse range of accessible and affordable education services with variety of provision and plurality of choice; (2) adult learning is best delivered through learner-centered curricula and methodologies; and (3) community-based services that support and strengthen existing community networks and help create new ones are likely to be highly responsive to the needs of their communities. The draft policy's framework was as follows: (1) realization of the potential of ACE; (2) access and equity; (3) opportunities and outcomes; (4) learning pathways; (5) quality; and (6) partnerships. Intended outcomes and strategies for achieving them were developed for each item. (Names and addresses of the working party members are appended.) (MN)

ED 361 546 CE 064 529

Vocational Equity Resources from the Vocational Equity Resource Center.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- 91

NOTE- 140p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Displaced Homemakers; Early Parenthood; Employment Opportunities; *Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; *Females; History; Income; Postsecondary Education; *Resource Materials; Secondary Education; Sex Bias; *Sex Fairness; *Sex Stereotypes; Staff Development; Vocational Education; Womens Education

This catalog identifies and describes 767 written and audiovisual resources on equity available on loan from the Vocational Equity Resource and Technical Assistance Center in Madison, Wisconsin. The publication lists materials under 44 headings: affirmative action, aging, apprenticeship, assessment instruments, bias-free communications, bibliographies, business education, career development, computers, curriculum, disabilities, displaced homemakers, employment, entrepreneurship and women in business, evaluation, financial aid, guidance and counseling, leadership and women in administration, legal issues, life skills, mathematics, men, model equity programs, multicultural considerations, nontraditional occupations, other equity programs, parenting, pay equity and comparable worth, roles and images, rural issues, science, sexual assault, sexual harassment, single parents, staff development, statistics, stereotyping and sex bias, teen parent, Title IX, trade and industry, welfare and the feminization of poverty, women, women's history, and women's studies and education. Some items are listed under more than one subject. Entries include title, source, format, date, and description. (KC)

ED 361 585 CE 064 598

Horticultural Related Occupations. VEH Horticulture Related. Curriculum Guide for Agribusiness 161.

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational and Applied Technology Education.
PUB DATE- Aug 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Engineering; Agricultural Skills; Behavioral Objectives; Career Education; Competence; Competency Based Education; Course Content; Educational Resources; *High Risk Students; High Schools; Leadership Training; Mainstreaming; *Ornamental Horticulture; *Special Education; State Curriculum Guides; Supervised Occupational Experience (Agriculture); Teaching Methods; Vocational Education

IDENTIFIERS- Texas

This curriculum guide provides materials for teachers to use in developing a 1- or 2-year course in horticulture-related occupations for at-risk and special education students. It is one of 28 semester courses in agricultural science and technology for Texas high schools. The program prepares low-achieving students with employability skills that are transferable among horticulture-related occupations or into other vocational programs. The course guide is organized in four sections. The first section lists essential elements common to all agricultural science and technology courses. The second section lists essential elements specific to this course. The third section lists the units and topics of instruction and suggested time allocations for each unit and topic. Listed also are the catalog numbers of corresponding curriculum materials available from the Instructional Materials Service of Texas A&M University. Topics covered in the course include the following: plant classification and identification, structures and equipment used in producing plants, caring for greenhouse plants, selecting soils and other growing media, plant propagation, plant selection and breeding, growing greenhouse plants and nursery stock, developing and maintaining landscapes and turfgrass, controlling disease, arranging flowers, calculating production costs, understanding marketing and financial records, selecting and maintaining horticultural tools and equipment, safe work practices, planning and conducting leadership activities related to horticultural occupations, and planning and conducting supervised agricultural experience programs. The final section provides topic goals and objectives targeted for the completion of the topic. (KC)

ED 361 684 CS 011 422

Schumaker, Karen A.

A Taxonomy for Assisting Teacher Reflection and Growth in Reading Instruction.

PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Annual Midwest Reading and Study Skills Conference (6th, Kansas City, MO, March 1-2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Classification; Dialog Journals; Elementary Education; Elementary School Teachers; Higher Education; Preservice Teacher Education; Professional Development; *Reading Instruction; Reading Research; *Teacher Response; Teacher Student Relationship
IDENTIFIERS- Reflective Teaching

A taxonomy of teacher responses to pupils' connected reading was developed to characterize the instructional decisions and development of teacher interactions with individual readers. In developing this instrument, content analysis procedures were used to investigate actual teacher responses to readers. The X axis (reading categories) of the taxonomy displays important areas of reading skill. These skills were chosen because they are frequently considered by teachers when responding to readers. The Y axis (levels of instructional reading skill) identifies distinct states that represent progression in instructional growth exhibited by teachers. These levels characterize a teacher's development in responding to the reading needs of his/her pupils. The taxonomy was used to investigate growth in preservice teacher responses to readers during a student teaching semester. Four-way dialogue journal communication (between student teacher, program director, cooperating teacher, and university supervisor) of 15 student teachers was analyzed to determine instructional reading growth. Results of the study supported growth and also noted similarity and differences in student teacher responses to pupil connected reading. In addition to its use as a research tool, the instrument provides a framework for communication and dialogue among preservice teachers, teachers, teacher educators, and supervisors for the purpose of encouraging growth and reflection in teacher responses to the connected reading of students. Additionally, the taxonomy permits analysis of differences in levels of growth among categories for individual teachers. (Three tables of data are included; 20 references and the taxonomy are attached.) (Author/RS)

ED 361 703 CS 213 996

Carson, Jay
The Case Study: Ideal Home of WAC Quantitative and Qualitative Data.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Data Collection; Higher Education; Persuasive Discourse; *Program Effectiveness; *Research Methodology; *Writing Across the Curriculum; Writing Research
IDENTIFIERS- *Robert Morris College PA

Despite their success at improving writing, learning, writing in the disciplines, and teaching, writing-across-the-curriculum (WAC) programs are seen by several researchers to be in difficulty. Increasingly, one of the most pressing questions for WAC advocates is how to keep such programs going in the face of numerous difficulties. Case histories offer the best chance for fashioning rhetorical arguments to keep WAC programs going because they offer the opportunity to provide a coherent narrative that contextualizes all documents and data, including what is generally considered scientific data. A case study of the WAC program, "Writing across the Business Disciplines," at Robert Morris College in Pittsburgh demonstrates the advantages of this research method. Such studies are ideal homes for both naturalistic and positivistic data as well as both quantitative and qualitative information. (Contains 24 references.) (NH)

ED 361 723 CS 214 018

Smiley, Pamela; And Others
Diversity and the Small College Community: Negotiating Multiculturalism through Writing across the Curriculum.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; Cultural Context; *Cultural Differences; Higher Education; *Multicultural Education; Program Descriptions; Program Development; Writing Across the Curriculum
IDENTIFIERS- *Carthage College WI; Portfolio Approach; Writing Contexts

The administration and faculty of Carthage College (a four-year liberal arts college with a primarily white, middle class student body and faculty) instituted the Heritage Studies Program to promote multiculturalism through writing across the curriculum. The four-semester sequence required of all first- and second-year students was approved by the faculty in the spring of 1989. A substantially revised program (eliminating the traditional great books approach within a teacher-centered classroom) was instituted in the fall of 1991. The revised program became a genuine collaboration between teacher and student and among the students themselves. The program explores culture as a dynamic process and examines how cultures work and interact. Groups of faculty members meet regularly to share ideas about teaching the core texts in each of the Heritage seminars. The program also sponsors summer retreats, as well as an intersession retreat. The kind of team teaching fostered by the Heritage program exists on several levels. A systematic assessment of the effort to engender awareness and appreciation of cultural diversity has not been undertaken. The diffusion of the program's methods and values has not been as widespread or as rapid as the faculty might have desired. The success of the Heritage Studies Program has placed a great strain on the rest of the curriculum as the multicultural concerns of the program need to be reflected in the curriculum as a whole. (RS)

ED 361 743 CS 214 038

Hodgkins, Deborah
Constructive/Constructing Dialogue: Students, Teachers and the "Self" in the Writing Classroom.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Expository Writing; *Freshman Composition; Higher Education; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Academic Discourse; Bartholomae (David); Composition Theory; Elbow (Peter); Expressive Writing; *Poststructuralism; Social Constructivism

As current scholarship in composition is becoming increasingly influenced by post-structuralist theories of discourse, two approaches to teaching freshman composition compete with one another. At the heart of the controversy lies the question of the place of academic discourse in this pedagogy. The social constructionist approach (supported by David Bartholomae) focuses on academic writing as the real work of the academy, finding that the most "empowered" writers are those who can take authority with their relation to the past by interacting with other texts. The expressivist approach (supported by Peter Elbow) focuses on classrooms where students can clear out a space for themselves and "own" their work, a classroom where students can be free from the institution. The difficulty for the composition teacher is to reconcile what is appealing about both views, as a review of current composition theorists demonstrates. Introducing the terms of the conflict and the politics surrounding the teaching of academic discourse to students in the writing classroom allows students themselves to explore solutions out in the open. Without expecting students to develop an expertise in theory, the issues at stake can be introduced and students can be asked to consider how they imagine their own "selves" and the relation of those selves to language and the community. (NH)

ED 361 762 CS 508 272

Oludaja, Bayo
Experiential Approach to Intercultural Communication.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; College Students; *Cultural Differences; Experiential Learning; Higher Education; *Intercultural Communication
IDENTIFIERS- Cultural Sensitivity

As the need for intercultural communication courses gains more recognition and support in college and university curricula there are also growing concerns about effective methods for teaching the courses. The value of actual intercultural experiences as a strong component of an intercultural communication course should not be questioned. If, however, a college or university is located in a culturally homogeneous community, available campus resources can be used to enhance students' knowledge of other cultures. The objectives of an intercultural communication course are to: (1) understand how culture and communication interface in areas such as beliefs, values, attitudes, roles, language, tradition, and other aspects of human behavior; (2) become more aware of their own culture-bound assumptions; (3) appreciate more of their own culture while being open to further enrichment by other people's culture; and (4) understand the role of communication in the socialization process of some specific cultures. Experiential activities which can be used include: "conversational partners" in which one student meets and converses with two members of another culture; using international students as guest speakers; and having students from different campus organizations meet for an evening of celebrating diversity. These activities and the positive responses to the activities make the challenge of teaching intercultural communication both manageable and fun for all involved. (RS)

ED 361 802 CS 508 314

Lueck, Therese L.; And Others
Mass Communication Course Evaluations: An Exploratory Study on the Effect of Gender.
PUB DATE- Aug 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Communication Research; Higher Education; *Mass Media; *Sex Differences; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Student Relationship
IDENTIFIERS- Bem Sex Role Inventory

An exploratory study examined the effect of gender on student evaluation ratings of journalism and mass communication instructors. Subjects were 8 professors (4 male and 4 female) who represented a wide range of teaching experience and taught a total of 243 students (108 women and 135 men) in 10 different types of classrooms. A total of 241 students completed a questionnaire consisting of five questions from regular departmental evaluation forms (the "objective" index) and the pool of the five highest loaded items for masculinity and the five highest loaded items for femininity from the Bem Sex-Role Inventory. Results indicate that: (1) female teachers were rated better than male teachers on the objective index; (2) female teachers were rated significantly higher than the male teachers on the masculinity index; (3) female teachers scored better on the femininity index, but the effect was not statistically significant; (4) although the male students rated male instructors better on the objective and femininity indexes, the effects were not statistically significant; (5) female students rated female instructors higher than males on the femininity and objective indexes, with no statistically significant differences found on the masculinity index; and (6) female students did not rate instructors as a group high, and the male students did not rate instructors in general low. Findings suggest some evidence for gender bonding, or a relationship between the instructor of one gender and the students of the same gender, particularly among the females. (Contains 29 references.) (RS)

ED 361 822 CS 508 335

Stavitsky, Alan G.
Listening for Listeners: Two Educational Radio Stations Discover Audience Research.
PUB DATE- Aug 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Audience Analysis; Audience Response; *Educational Radio; Higher Education; Mass Media Use; Media Research; Programing (Broadcast); Research Methodology
IDENTIFIERS- Ohio State University; *Public Radio; University of Wisconsin Madison

Two pioneering public radio stations--WOSU-AM, licensed to the Ohio State University in Columbus, and WHA-AM, licensed to the University of Wisconsin in Madison--conducted audience research as early as the 1920s. The challenge for early education broadcasters became to adapt the existing audience research paradigm to their purposes, or to develop a new, more appropriate model. The earliest attempts (in 1923) at audience research by these stations was to determine whether communication by radio had indeed taken place. Both stations also analyzed mail received from listeners to gauge reaction to programming decisions. Research during the 1930s was promoted by the close relationship between WOSU and Ohio State's Bureau of Educational Research. The Institute for Educational Radio, an annual conference held at Ohio State between 1930 and 1953, created a forum for educators and broadcasters to discuss issues of educational broadcasting. Audience studies declined during the years of World War II. In 1946, Harrison B. Summers brought an interest in commercial broadcasting and audience research methods to Ohio State. He conducted numerous research studies during his 18 years on the Ohio State faculty, providing WOSU with a wealth of audience data. By the 1950s, interest in audience research was slowly spreading throughout educational broadcasting. Using research to justify institutional support remained important after passage of the Public Broadcasting Act of 1967. Issues raised by audience research reflect the still unresolved mission-versus-market debate in public broadcasting. (Eighty-two notes are included.) (RS)

ED 361 840 EA 025 210

A Review of the State Department of Education's Internal Management and Its Oversight of District and Student Performance, Volume I. Report to the Mississippi Legislature.

PUB DATE- 19 Feb 92
NOTE- 346p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Boards of Education; *Educational Assessment; Educational Finance; Educational Planning; Elementary Secondary Education; *Organizational Effectiveness; *Public Schools; *School Districts; *State Departments of Education; State Legislation
IDENTIFIERS- *Mississippi

This document presents findings of a review of the Mississippi Department of Education's internal management and operations and oversight of district and student performance, conducted by the Joint Legislative Committee on Performance Evaluation and Expenditure Review (PEER). Methodology included document analysis, interviews with state Department of Education personnel, analysis of student achievement data, and focus group meetings with local school teachers and administrators. Following an executive summary and an introduction, information is provided on the following: the background of the state Department of Education (DOE) and the state Board of Education, statewide evaluation and planning, spending priorities and control, school and district evaluation, structural problems, and recommendations for each area. The review found flaws in Mississippi's education funding law and in the department's administration of some aspects of the funding program. Shortcomings were also noted on the part of the state Board of Education and the DOE that limit their accountability in each major program area. Certain features of the public school finance program prevent the state legislature from effectively targeting funds toward the regular, special, and vocational education program areas. Other inadequacies included deficiencies in the DOE's budgeting system, a lack of measurable goals for student performance, and several major structural problems. Thirty-three exhibits, a glossary, and an executive summary are provided. Appendixes include budgetary data, procedures for using the vocational program rating system, description of Mississippi's literacy programs, and proposed state legislation regarding vocational education. (LMI)

ED 361 860 EA 025 237

Shapiro, Joan Polliner; And Others
A Critique of Approaches for Reframing the Paradox between the Multicultural Curriculum and Accountability.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Culture Fair Tests; Curriculum Development; Educational Assessment; Educational Testing; Elementary Secondary Education; Feminism; Higher Education; *Multicultural Education; *Standardized Tests; *Student Evaluation

This paper discusses the conflict created by two trends in education--the push for a multicultural curriculum and for accountability. Proponents of multicultural education argue that national standardized tests fail to tap diverse students' knowledge and problem-solving abilities. Approaches for reframing the paradox--diverse assessment, alternative assessment, feminist assessment, and emancipatory theory--are presented. A conclusion is that the paradox can possibly be minimized if both positions broaden the boundaries of acceptable solutions. For those who believe strongly in accountability, it is suggested that alternative means can be utilized without seriously jeopardizing the process or outcome. Alternative forms of assessment can have value in ascertaining student learning and providing yardsticks. Moreover, not only the "how" of assessment can be questioned, but the "why" and the "what." For those who believe strongly in the multicultural curriculum, it is suggested that serious discussion should occur about what should be the constants in the curriculum of American schools. (LMI)

ED 361 900 EA 025 295

Nelson, Jorge O.
Computer Simulation (Microcultures): An Effective Model for Multicultural Education.
PUB DATE- Sep 93
NOTE- 18p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (24th, Niagara Falls, NY, September 30-October 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Uses in Education; *Cross Cultural Studies; *Cultural Awareness; Educational Technology; Elementary Secondary Education; *Multicultural Education; Teaching Methods

This paper presents a rationale for using high-fidelity computer simulation in planning for and implementing effective multicultural education strategies. Using computer simulation, educators can begin to understand and plan for the concept of cultural sensitivity in delivering instruction. The model promises to emphasize teachers' understanding of and empathy towards students from different backgrounds. A conclusion is that computer simulation is an effective, innovative, and necessary tool for multicultural education, giving educators the ability to simulate diverse ethnic situations in any school environment. Today's computer simulation technologies promise to help educators understand culturally sensitive instructional-delivery strategies. A compelling reason to develop high-fidelity simulations as microcultures is to help end prejudice that exists in an increasingly diverse world. (LMI)

ED 361 472 CE 064 321

Redmann, Donna H., Ed.
AERA Vocational Education Special Interest Group Proceedings.

American Educational Research Association Annual Meeting (Atlanta, Georgia, April 12-16, 1993).
PUB DATE- Apr 93
NOTE- 407p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agricultural Education; Cooperative Education; Cooperative Programs; Displaced Homemakers; *Educational Research; Employment Level; Job Satisfaction; Outcomes of Education; Postsecondary Education; Secondary Education; Statistics; *Vocational Education
IDENTIFIERS- Concept Mapping

This conference report contains the following 18 papers: "State Policies and State Vocational Education Director Perceptions Pertinent to Career-oriented Education in the Middle Grades" (Barrick, Hughes); "Complying with Perkins: Using Existing Tests To Measure Academic Gains for Vocational Education Students" (Bergstrom, Gershon); "Teachers' Roles in Integrating Academic and Vocational Education: A Conceptual Framework" (Finch, Schmidt, Faulkner); "The Long Term Effects of Secondary and Postsecondary Educational Attainment on Yearly Earnings: Is Gender an Issue?" (Gray); "Limitations on Local Accountability in Vocational Education" (Hanser, Stecher); "A Mosaic of Diversity: Vocationally Undecided Students and the Perry Scheme of Intellectual and Ethical Development" (Jones, Newman); "Dropout in Senior Secondary Vocational Education" (Lokman); "Redirecting Secondary Vocational Education toward the 21st Century" (Lynch, Smith, Rojewski); "The Impact of Vocational Training and Employment during Secondary School on Postsecondary Outcomes of SED Serious Emotional Disturbances Graduates" (McCall, Burns, Zigmond); "Life Cycles of Attainment Targets for Job-Related Curricula" (Mulder, Laret, Maslowski); "Using Concept Mapping Techniques to Compare Stakeholder Groups' Perceptions of Tech Prep" (Roegge et al.); "Variables that Predict Level of Job Satisfaction and Intent To Leave Present Employment among Secondary Teachers of Vocational/Technical Education in the United States" (Tanner, Warr); "Comparison of the Perceptions of Displaced Homemaker Program Clients and Administrators in Louisiana" (Trott, Burnett, Holden); "The Determination of Statistical Sophistication of Research in Vocational Education" (Zhang); "Vocationalism and Social Efficacy: The Chinese Model" (Zhang); "Reconceptualizing Vocational Education with Concept Mapping" (Bragg, Harmon); "Survey of Teachers' Implementation and Perception of Agriscience and Natural Resource Curriculum" (Conners, Elliot); and "Cooperative Vocational Education" (Stone et al.). (KC)

ED 361 509 CE 064 445

Investing in Florida's Economy. Florida's School-to-Work Continuum. Second Edition.
PUB DATE- 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Educational Improvement; *Educational Trends; *Education Work Relationship; *Futures (of Society); Labor Force Development; Postsecondary Education; *Program Implementation; School Business Relationship; Secondary Education; *State Programs
IDENTIFIERS- *Florida

This booklet describes programs designed to offer a comprehensive system to improve Florida's work force. Through these programs, students and workers in Florida are prepared to enter the labor force, attend technical training programs, enroll in other postsecondary programs, or upgrade their skills on the job. The following are discussed: the Florida job market and projected demand occupations, the economic value of education, Blueprint 2000, the foundation for preparing students to enter the work force and continue their education, core vocational programs, Florida's gold seal endorsement and scholarship program, the tech prep curriculum, centers of emphasis (agricultural, automotive, electronic, and health occupations education), apprenticeships programs, the LEE program (Linking Education and Employment), workplace education programs, General Educational Development programs and the school-to-work transition, Florida's school-to-work continuum, and initiatives and expansions for the future. Contains 18 references. (KC)

ED 361 527 CE 064 478

The Changing Role of Vocational-Technical Education in the United States.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Academic Education; *Educational Change; Educational History; Education Work Relationship; Federal Government; Federal Legislation; *Government School Relationship; *Integrated Curriculum; Labor Force Development; Postsecondary Education; *Role of Education; School Business Relationship; Secondary Education; *Vocational Education

Vocational-technical education was lifted from relative obscurity to a place of prominence in the ongoing debate surrounding school reform. Historically, three major competing policy forces forged vocational education programs--unique needs of the local community, policies and purposes of each state, and overarching goals of federal programs. Commonality of vocational-technical education programs across state and local lines largely derived from 75 years of federal government leadership. A national policy was initially created in response to multiple concerns, including need for a strong work force and shortage of skilled labor. Comprehensive high schools for which educational reformers argued turned out to be comprehensive in name only, with most gradually evolving into the U.S. version of a "dual system." The Smith-Hughes Act of 1917 contained several specific elements, which contributed to the isolation of vocational education from other parts of the comprehensive high school curriculum. In late summer 1990, Congress passed the Carl D. Perkins Vocational and Applied Technology Education Act which represented the most significant policy shift in the history of federal involvement in vocational-technical funding. For the first time, emphasis was placed on academic as well as occupational skills. Congress had provided a template for the vocational-technical education portion of the emerging strategy for preparing the work force of the future. (YLB)

ED 361 602 CE 064 634

Averitt, Sallie D.

Predictors of Grade-Level Advancement in a Job Opportunities and Basic Skills Program.

PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Adult Basic Education; Adult Literacy; *Basic Skills; Economically Disadvantaged; Educational Research; *Females; Literacy Education; Literature Reviews; Low Income Groups; *Predictor Variables; Pretests Posttests; Student Improvement; Welfare Recipients; *Womens Education
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; Tests of Adult Basic Education

A study was conducted to determine: (1) if instruction correlated to the Tests of Adult Basic Education (TABE) resulted in improved basic skills for participants in the Job Opportunities and Basic Skills (JOBS) Program; and (2) to determine the impact of selected factors on grade-level advancement (pre- versus posttest TABE scores). A literature review related to adult literacy and the work force was conducted. The research sample consisted of 108 women who received Aid to Families with Dependent Children. The study used an ex post facto design. Independent variables were as follows: target group membership, referral status, education, age, instructional time, and TABE pretest scores. Grade-level advancement in reading, math, and language were dependent variables. The effects of the independent variables on the dependent variable grade-level advancement in each of the three subject areas were determined. Significant associations between three independent variables and grade-level advancement were determined: target group membership and language, referral status and language, and instructional time and math. The multiple regression analyses identified two independent variables with significant relationships to grade-level advancement: instructional time and target group membership. Target group membership had three levels: long-term AFDC recipients, custodial parents with less than 12th-grade education, and participants not part of a JOBS target group. Participants in the first group achieved greater gains in posttest scores. TABE appeared not to be an appropriate measure because of the middle-class orientation of many test items. (Appendixes include a table showing federal AFDC welfare-to-work provisions before and under JOBS, and list of instruments that measure affective attributes. Contains 35 references.) (YLB)

ED 361 665 CS 011 400

Rasinski, Timothy V., Ed.; Padak, Nancy D., Ed.
Inquiries in Literacy Learning and Instruction: The Fifteenth Yearbook of the College Reading Association.
PUB DATE- 93
NOTE- 201p.; For volume 14, see ED 350 589.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Adult Literacy; *Content Area Reading; Discussion (Teaching Technique); Elementary Secondary Education; Higher Education; Journal Writing; Methods Courses; Portfolios (Background Materials); *Reading Improvement; Reading Research; Student Evaluation; Teacher Education
IDENTIFIERS- College Reading Association

This 1993 yearbook presents 20 papers and summaries of the dissertation award winner "Content Literacy in High School Social Studies: A Focus on One Teacher's Beliefs and Decisions about Classroom Discussions" (E. G. Sturtevant) and the thesis award winner "Effects of Direct Instruction of Story Grammar on Story Writing and Reading Comprehension of Elementary School Learning Disabled Students" (R. E. Leaman). Papers in the Inquiries in College and Adult Literacy Instruction section are: "Fads or Substantive Changes in the Field of Adult Literacy" (J. S. Richardson); "School Experiences of Adults Participating in Volunteer Literacy Programs" (M. D. Siedow and B. J. Fox); "Effects of a Precollege Reading Course on the Academic Self-Esteem of Urban College Students" (J. Lewis); "Evaluating Reader-Response Journals: A Coding System" (C. Clery and A. Smith); and "Predicting Nelson-Denny Scores from the SAT" (C. Gillespie). Papers in the Inquiries in Literacy Instruction in Clinics and Classrooms section are: "University Reading Clinics: Changing Focus for Changing Needs" (D. D. Allen and others); "Expanding the Use of Picture Storybooks with Older Readers" (D. G. McAllister); "Impact of Purpose-Setting Questions on Children's Book Discussions" (M. W. Matthews and E. W. Paille); "'...So Write It Out': Seizing the Power of Personal Journal Writing in Affirming African-American Student Identities" (N. B. Cothern and B. G. Lyman); "Affective Concerns and Reading" (J. Shapiro); "Are Content Area Reading Practices Keeping Pace with Research?" (M. K. Gillis and others); "Relationships among Field Dependence-Independence, Reading Instruction, and Reading Achievement" (J. W. McCutcheon and W. E. Smith); and "Action Research: Classroom Teachers' Perceptions of Its Impact on the Teaching of Reading" (M. A. Gray-Schlegel and J. Brady Matanzo). Papers in the Inquiries in Teacher Education section are: "The Process and Promise of Portfolio Assessment in Teacher Education Programs: Impact on Students' Knowledge, Beliefs, and Practices" (M. P. Ford); "Activities for Restructuring Reading Education Courses for Preservice Teachers" (D. Reinking and others); "Utilizing Literature as a Vehicle for Teaching about Multicultural Education in a Reading Methods Course" (L. C. Smith and others); "Reflective Practice Confronts the Complexities of Teaching Reading" (B. J. Walker and C. Ramseth); "Value-Added Benefits for Reforming a Remedial Reading Methodology Course with Videodisc and Hypercard Technology" (V. J. Risko and others); "First Steps in Teaching Reading: A Descriptive Study" (A. M. Frager); and "The Impact of Coursework in Tests and Measurements on Assessment Literacy" (J. L. Johns and P. VanLeirsburg). (RS)

ED 361 921 EC 302 379

Meyen, Edward L., Ed.; And Others
Challenges Facing Special Education.
PUB DATE- 93
NOTE- 404p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classroom Techniques; *Curriculum Development; Delivery Systems; *Disabilities; Early Childhood Education; Elementary Secondary Education; Gifted Disadvantaged; Learning Disabilities; Mainstreaming; Regular and Special Education Relationship; Special Education; *Teaching Methods; *Teaching Models

This book presents 17 selected papers from recent issues of the journal, "Focus on Exceptional Children," concerning current and emerging challenges facing the field of special education. The book is organized in two parts. Part 1, "Contemporary Challenges," includes the following articles: "Transitions in Early Childhood Special Education: Issues and Procedures" (Mark Wolery); "Implementing Services for Infants and Toddlers with Developmental Delays" (Ron Colarusso and Thomas Kana); "The Challenge of Effective Programming for the Missouri Project--Parents as Teachers" (Vicki Ehlers and Mirca Ruffin); "General Education Collaboration: A Model for Successful Mainstreaming" (Richard Simpson and Brenda Smith Myles); "Rethinking the Relationship between Consultation and Collaborative Problem Solving" (Marleen Pugach and Lawrence Johnson); "A Collaborative Model for Students with Mild Disabilities in Middle Schools" (Alan White and Lynda White); "Rethinking Secondary School Programs for Students with Learning Disabilities" (Naomi Zigmond); and "Innovative Technology for Secondary Students with Learning Disabilities" (John Woodward and Russell Gersten). Part 2, "Emerging Challenges," includes: "The Crisis in Special Education Knowledge: A Perspective on Perspective" (Thomas Skrtic); "Curriculum-Based Measurement and Problem-Solving Assessment: Basic Procedures and Outcomes" (Mark Shinn and Dawn Hubbard); "Special Education Decision Making and Functional/Behavior Assessment" (Daniel Reschly); "Attention Deficit Disorder: Issues and Questions" (Janet Lerner and Sue Lerner); "Students with Traumatic Brain Injury: Making the Transition from Hospital to School" (Mary Mira and Janet Siantz Tyler); "Strategies for Educating Learners with Severe Disabilities within Their Local Home School and Communities" (Jacqueline Thousand and Richard Villa); "Providing Education to Students with Complex Health Care Needs" (Donna Lehr); "Depression in Children and Adolescents: Identification, Assessment, and Treatment" (John Maag and Steven Forness); and "Disadvantaged Gifted Learners: At Risk for Educational Attention" (Joyce VanTassel-Baska and others). (PB)

ED 361 491 CE 064 407

Colley, Frances

Community Adult Education: The Future Directions for DETAFE. A Discussion Paper.

PUB DATE- Feb 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; College Programs; *Community Education; Educational Administration; Educational Change; Educational Finance; Educational Opportunities; *Educational Policy; *Educational Trends; Employment Opportunities; Foreign Countries; Futures (of Society); Government School Relationship; Literacy Education; Models; Partnerships in Education; Policy Formation; Postsecondary Education; School Community Relationship; *State Action; *State Departments of Education; Volunteers
IDENTIFIERS- *TAFE (Australia)

This discussion paper resulted from a project to explore possible actions that Australia's Department of Employment and Technical and Further Education (DETAFE) could take to improve and reduce the cost of community adult education in South Australia. General propositions concerning the future role of DETAFE in adult and community education in South Australia are examined. The document includes an executive summary of the project and the list of general propositions. The discussion paper examines the following: the context and changing focus of TAFE and community adult education, funding of 'Stream 1000' classes in DETAFE, other providers of community adult education, the Community Adult Education Secretariat, the Ministerial Advisory Committee on Community Adult Education, emerging models for DETAFE's future role in community adult education, current college provision of Stream 1000 courses, employment conditions for DETAFE Stream 1000 coordinators, language and literacy provision, the use of volunteers, and the community services review. Appendixes include the project bulletin notice, an extract from the vision statement, a classification of TAFE courses, and proposed job descriptions for community adult education staff. Contains 15 references. (MN)

ED 361 566 CE 064 559

Career/Vocational Preparation for Students with Disabilities: A Program Improvement Guide. Revised.
PUB DATE- 93
NOTE- 78p.; For earlier version, see ED 357 284.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; *Disabilities; Educational Improvement; *Educational Planning; *Educational Resources; Guidelines; *Interdisciplinary Approach; Postsecondary Education; Program Implementation; *Program Improvement; Secondary Education; Teamwork; *Vocational Education

This planning guide presents an interdisciplinary team approach for improving career and vocational programs for youths with disabilities. The approach is an interdisciplinary planning process that involves identifying those things desired for students (best practices) and then working to integrate those things within the current continuum of educational programing. The guide is organized into three sections. The first section includes the following: a brief rationale for using the guide, a list of persons who should use the guide, a description of how the guide should be used, and a description of the benefits resulting from use of the guide. The second section provides detailed steps of three phases of an interdisciplinary team process for making improvements in the delivery of career and vocational services to youths with disabilities. The three phases are team building, program improvement, and action planning. Worksheets and information sheets are included. The final section provides a list of resources team leaders may want to assemble. (KC)

variety of student needs. (NB)

ED 361 623 CG 025 018

A Counselor's Guide to Occupational Information.
PUB DATE- Aug 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Counseling; *Counselors; Elementary Secondary Education; *Occupational Information; Resource Materials; *School Counselors

This guide for counselors contains a brief listing of primarily public domain and government-sponsored resources. It covers career, occupational, and labor market information. Only major sources are listed, and much of the information applies to the state of Michigan. Many of the publications included in the guide are available in libraries and career information centers. The listing consists of four major sections. The section on Career and Career Development Information lists publications that provide information about job categories, training programs, and the status of career development as well as resources designed to foster career exploration and decision making. Some of the information sources are related to professional development and are for career counselors and teachers. The section on Occupational/Labor Market Information lists many publications that provide career-related and job-related information but are more general purpose and narrower in scope than those in the first section. Many of these resources present statistics and are geared more to the professional rather than the student or client. The third section, Occupation and Other Classification Systems, presents the major occupational, educational, and industrial classifications systems. The final section, Information Programs, lists information programs that provide most of the resources covered by this references. They are also potential sources of additional assistance in finding or using information. A total of 59 entries are included in the guide. (NB) preparation checklist for parents. (ABL)

ED 361 644 CG 025 100

Petry, John R.; And Others
Reducing Recidivism in Juvenile Offenders: Project About Face's Educational Impact.
PUB DATE- 11 Nov 92
NOTE- 75p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Cooperative Programs; *Correctional Education; *Juvenile Justice; Males; *Program Evaluation; *Recidivism; Secondary Education; *State Action
IDENTIFIERS- *Tennessee (Memphis)

Project About Face is a joint effort of the Memphis-Shelby County Juvenile Court, Youth Services, Inc., the Naval Air Station at Millington, Correctional Counseling, Inc., and the Bureau of Educational Research Services at Memphis State University. The project's goal is to implement a correctional education and training program that reduces juvenile recidivism rates. Participants (male juvenile offenders) spend 8 weeks in the residential phase (involving structured living, counseling, and academics) and attend counseling groups during 6 months of aftercare. All participants were administered the Stanford Achievement Test at the beginning and end of the program's residential phase. Physical conditioning was assessed at the same intervals. The Life Purpose Questionnaire, the Short Sensation-Seeking Scale, the MacAndrew Test, and the Defining Issues Test were administered three times. All educational and physical variables have increased significantly. About 72 percent of all participants in Groups 1-11 (N=162) satisfactorily completed the program. About 50 percent of all participants either committed subsequent offenses or violated program conditions. The short-term recidivism rate for participants satisfactorily discharged out of the program for 6 months was 25.8 percent. When participants did recidivate, they were charged with less severe offenses than preprogram offenses. Program assessment continues. Included are an abstract, a list of 19 references, and four appendices containing group schedules, a charge-severity index, data logs, and test results by group. (MLH)

ED 361 783 CS 508 295

Riordan, Daniel G., Ed.
Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (19th, Boise, Idaho, October 8-10, 1992).
PUB DATE- Oct 92
NOTE- 111p.; For other editions of these proceedings, see CS 508 288-294, ED 132 630, and ED 252 864-872.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advisory Committees; *Conflict; Curriculum Development; Higher Education; Internship Programs; Models; Professional Development; *School Business Relationship; *Technical Writing; User Needs (Information)
IDENTIFIERS- Professional Writing; Total Quality Management

Based on the theme of broadening the base of academic, industrial and professional connections, this proceedings presents papers delivered at the annual meeting of the Council for Programs in Technical and Scientific Communication (CPTSC). Papers in the proceedings are divided into four sections: Models for Connecting Academia, Industries, and the Professions; Making the Connections Better and Richer; Reaching More and Different Audiences and Students; and Working through Conflict. Papers in the proceedings are: "Developing A Successful Internship Program" (Deborah S. Bosley); "Refiguring Academic-Industry Relations: Technical Communications Research on a Two-Way Street" (Bob Johnson); "TC 101: Orientation to Technical Communication, Or Bringing Out the Frustrated Teacher in Your Industrial Colleague" (Jim Corey); "Designing Capstone and Other Professional-Level Completion Courses for Technical Communication Programs" (Elizabeth R. Turpin); "Technical Communication and TQM" Teaming Up for Curriculum Improvement" (Gisela Kutzbach); "Curriculum-Specific Communication Classes for Engineering Students: Providing Context and Connections" (Betsy M. Aller); "Reaching Out to User Communities and Non-Engineering Professions" (Jennie Dautermann); "Forging Connections between Academic and Workplace Environments: Scholars-in-Residence" (Meg Morgan); "The Benefits of the Inherent Conflict between Industry and Technical Communication Programs" (Anthony Flinn); "Working through Conflict: Tensions in Funded Projects" (Stephen Bernhardt); "Working through Conflict: Organizing Industry Advisory Groups" (Henrietta Nickels Shirk). The proceedings also includes the conference program and results of the annual business meeting. Appendixes present the constitution of the CPTSC; lists of meetings, sites, and dates; members of CPTSC, and a list of CPTSC officers. (RS)

ED 361 881 EA 025 268

Leitner, David; Trevisan, Mike

Implementing a Portfolio Assessment System for Chapter 1 Program Improvement: A Case Study.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Annual Meeting of [illegible] American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Educational Assessment; *Educational Improvement; Elementary Education; *Evaluation Criteria; Evaluation Problems; Interrater Reliability; Measurement Techniques; *Organizational Change; *Portfolios (Background Materials); Program Implementation

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This paper presents findings of a case study that documented the implementation of a portfolio assessment system in response to mandated program improvement and assessed its impact on teacher and student behaviors. The sample included elementary and middle school teachers and students from three Chapter 1 schools in a rural California school district. The schools had been identified for mandatory program improvement and decided to implement a portfolio assessment system to increase student learning. Data were collected through a teacher questionnaire, teacher interviews, monthly onsite visits, and document analysis. A conclusion is that if Chapter 1 programs use portfolios as an alternative form of assessment, teacher concerns become important. Organizational, logistic, and teacher-behavior factors that affect portfolio implementation are identified. Organizational factors include district support, staff development, the role of portfolios in student assessment, and parental support. Logistical factors include time, portfolio management, and rubric development. Finally, portfolios may impact teachers' instructional practices. Criteria for validating portfolio assessment include cost, efficiency, and generalizability. (LMI)

ED 361 901 EA 025 296

Johnson, Bob L., Jr.; And Others
A Guide to Constructing and Interpreting the "School Vision Inventory" Diagnostic Profile.
PUB DATE- Jan 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; *Educational Objectives; Elementary Secondary Education; *Institutional Mission; Leadership; Leadership Styles; Measurement; *Measurement Techniques; Organizational Communication; *Principals; *School Effectiveness; Teacher Attitudes
IDENTIFIERS- *School Vision Inventory

Blumberg and Greenfield (1986) identified a key element of leadership associated with school effectiveness--the principal's "vision" for his or her school. Using a 14-item instrument developed to measure the extent to which teachers in a given school know, share, and work toward realization of their principal's vision, this paper offers some steps in constructing and interpreting a vision profile for a given school, or a measure of the extent to which a principal's vision is known and shared within a school. The School Vision Inventory (SVI), which creates subscales for the factors of internalization, exchange, and sacrifice, is described. Vision profile data from a selected sample of 57 schools are offered for consideration and comparison. Directions for using the SVI for research and school improvement purposes are also provided. Five tables and four figures are included. (Author/LMI)

ED 361 510 CE 064 448

Oaklief, Charles R., Ed.; Zelenak, Bonnie, Ed.
Commission of Professors of Adult Education. Proceedings of the Annual Conference (Tulsa, Oklahoma, October 31-November 2, 1988).
PUB DATE- 88
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Programs; Career Development; Case Studies; Curriculum Development; Doctoral Dissertations; Educational History; *Educational Research; Graduate Study; *Independent Study; Information Networks; *Instructional Development; Instructional Innovation; *Labor Force Development; Multicultural Education; Research Needs; School Role; Shared Resources and Services
IDENTIFIERS- Adult Children of Alcoholics

The conference proceedings reported in this publication represent the deliberations, problems, and prospects associated with adult education as a field of academic inquiry. The following papers or summaries are included: "Adult Education Research: Issues and Directions" (Deshler, Hagan); "Comparative Perspectives for Research about Societal Influences on Adult Education" (Knox); "Emerging Perspectives in Adult Education Research: Feminist Perspectives" (Hugo); "Needed Research: Social Policy Research in the Field of Adult Education" (Quigley); "Needed Research in Adult Education: A Multicultural Perspective" (Ross); "The Therapeutic Learning Program: A New Computer Technology for Counselors" (Mezirow); "Danger Signals: Trouble Brewing for Graduate Programs in Adult Education" (Kreitlow); "Building a Network of Scholars in Adult Education History: The Electronic Connection" (graphics from presentation by Gadbow, Vertrees); "Faculty Development Task Force 1988" (Caffarella, Briscoe); "Career Development and Adult Education: A Critical Relationship" (Otte); "The Preparation of Human Resource Developers: A Comparative Analysis of Three Case Studies" (Niemi); "HRD Potpourri--Performance Technology and Adult Education as Partnership" (Dixon, Beaudin); "Innovative Approaches to Curriculum Design: Adult Learning and Development and Instructional Strategies for Adult Learners at the University of Texas at Austin" (Watkins); "Emancipatory Research on Adult Children of Alcoholics in the Workplace" (Watkins, Rogers); "Sharing International Research Conferences" (McIntosh); "Minutes of Task Force Business Meeting 1988" (McIntosh); "Reflections on the 1988 Kellogg Researcher's Meeting at Leeds" (Quigley); "Adult Education Dissertations: A Look at Present Practices and Perceptions" (LeGrand, Wood); "Research on Self-Direction in Learning: An Examination of the Methodolatry Controversy" (Guglielmino); "Where We Are and Where We Go from Here" (Hiemstra); "Comments on 'Expanding Methodologies for Studying Self-Direction in Learning'" (Brockett); "Biography and History in the Study of Adult Self-Directed Learning" (Long); "Qualitative Research on Self-Directed Learning" (Caffarella); "A Meta-Analytic Study of Adult Self-Direction in Learning" (McCune, Garcia); and "A Study of the Teaching Strategies Used To Promote Self-Directed Learning among Graduate Students in Adult Education" (Sisco). The "1988 Annual Report of Doctorates Conferred in Adult Education" (Griffith) concludes the proceedings. (MN)

ED 361 547 CE 064 531

Baldus, Lorayne; Nelson, Orville

VTAE Equity Staff Development Workshops and Services. Final Report.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- 30 Jun 92

NOTE- 47p.; For the phase II report, see ED 358 330.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Advisory Committees; Change Strategies; Cultural Differences; *Equal Education; Information Dissemination; Program Development; Program Effectiveness; *Sex Fairness; *Staff Development; *Statewide Planning; Strategic Planning; Technical Assistance; *Vocational Education; *Workshops

IDENTIFIERS- *Wisconsin

The Center for Vocational, Technical, and Adult Education (VTAE) Staff Development Workshops and Services project was designed to provide technical support and training to selected VTAE personnel in techniques for implementing equity programs, establish a statewide advisory committee to develop a long-range plan for infusing sex equity concepts into existing strategic planning and curriculum development activities throughout Wisconsin, and provide information on equity and diversity at a statewide sex equity conference. The project was conducted over a 7-month period. Two highly successful training sessions were conducted with 50 participants at each meeting. Eighteen persons took the project workshops for credit and submitted district action plans based on information gained during training. The action plans included sex equity issues, nontraditional training, counseling techniques, and minority equity issues. Many have already been implemented, and others are slated for implementation. Recommendations were made concerning development of a comprehensive equity strategic planning model. (Appended are as follows: a vocational equity planning strategies action plan, materials from the meeting of the sex equity advisory committee, and materials from workshops on the following topics: making friends with change, equity issues and strategies, and meeting the challenges of change. A list of proactive strategies for change agents is included.) (MN)

ED 361 685 CS 011 423

Hynd, Cynthia R.; And Others
Prospective Teachers' Comprehension and Teaching of a Complex Science Concept. Reading Research Report No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Elementary Education; Elementary School Science; Higher Education; *Misconceptions; Preservice Teacher Education; Reading Comprehension; Reading Research; Science Instruction; *Scientific Concepts; Scientific Literacy; Teacher Attitudes
IDENTIFIERS- Conceptual Change; Preservice Teachers

A study investigated changes in prospective elementary teachers' conceptions about projectile motion. The preservice teachers (enrolled in reading methods courses) were either told or not told that they were expected to teach a videotaped lesson on projectile motion. In addition, they either participated in a combined demonstration-reading or in a reading-only group. Seventy-three prospective teachers with non-scientific conceptions were randomly assigned to one of four groups comprised of the two levels of the two conditions (Told/Not Told, Demo/No Demo) and had their conceptual change documented through short-answer, true-false, and application tasks. Additional data were obtained from a questionnaire to determine the influence of prospective teachers' attitudes and experiences on conceptual change. Further, the videos and transcriptions of 16 videotaped lessons and post-lesson structured interviews were analyzed to provide information about the interaction of variables producing change and to track the changes in thinking that were made. Results indicated the effectiveness of a combined demonstration-reading condition and the effectiveness of text in producing long-term change.

Qualitative analyses indicated an interaction among instructional, motivational, and knowledge factors, documented that restructuring of knowledge may lead to new non-scientific conceptions, and suggests that conceptual change is dynamic and proceeds in a piecemeal fashion. (Seven tables of data are included; 32 references and examples of matrices are attached.) (Author/RS)

ED 361 704 CS 213 998

Boyer, Wanda Arleen Rumson

The Effects of the Writing To Read Program on First Grade Writing Outcomes.

PUB DATE- Aug 90
NOTE- 202p.; Ph.D. Dissertation, University of Southern Mississippi.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Comparative Analysis; Elementary School Students; Grade 1; Primary Education; *Program Effectiveness; Sex Differences; Socioeconomic Status; Student Attitudes; *Writing Achievement; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- *Beginning Writing; Mississippi; *Writing to Read Program

A study investigated whether the writing outcomes of first-grade pupils participating in the Writing-to-Read (WTR) program differed significantly from the writing outcomes of pupils in a traditional language arts curriculum (No-WTR). The study also investigated whether differences were attributable to gender, race, socioeconomic status, individual learning style, attitude toward school, academic achievement, hours of language arts instruction or hours of writing instruction per week. Subjects were 149 first-grade pupils from two schools in one southern Mississippi public school district. Sixty-nine pupils from one school received WTR as part of their language arts curriculum. Eighty No-WTR pupils from another school in the district were sampled. Data included results from General Impression Marking, the learning style identification scale, a survey of school attitudes, and the Stanford Early School Achievement Test, level 1. Results indicated: (1) a significant difference between WTR and No-WTR writing outcomes; (2) varied writing outcomes according to race, individual student learning style, attitude toward school, and academic achievement; but (3) no significant difference according to gender and socioeconomic status. Results regarding hours of instruction were inconclusive but indicated that a possible relationship might exist between writing outcomes and time allocated to the writing process. (Twenty tables of data are included; 242 references, cover letters, letters to parents, letters to teachers, consent forms, and writing sample assessment instructions are attached.) (Author/RS)

ED 361 724 CS 214 019

Danis, M. Francine

Draw Me an Enthymeme: Visual Pedagogy and Verbal Organization.

PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Awareness; Higher Education; *Persuasive Discourse; Revision (Written Composition); Teaching Methods; *Visual Aids; *Writing Instruction
IDENTIFIERS- *Enthymeme

Both enthymemes and visual pedagogy speak to the capacity--and the need--of humans to make a coherent story out of the scraps of information they possess. Three possibilities exist for building on the connection between enthymemes and pictures when teaching argumentative writing--using visual aids to help students: generate material, suggest a structure, and symbolize the finished project. One image of a completed argumentative essay is a "Y Bridge": the claim is a bridge, a crossbar sitting on top of the capital Y. John Gage, in his textbook "The Shape of Reason," presents the enthymeme as a device which helps writers generate arguments by remaining conscious of their audiences. Students then need to decide how to arrange their arguments. To help students recall that they have considerable flexibility in this task, composition teachers can use the analogy of a simple toy--a spindle onto which are dropped a series of brightly colored shapes. In constructing an argument, an arranger must consider the attitudes and knowledge of the onlooker as well as the arranger's own preferences. A device used in creative writing, the mask of the detail monster, can be used with students generating arguments. Students make paper masks with eyeholes and work in pairs; writers read their arguments, listeners raise the mask to ask a question when statements need further elaboration. Visual pedagogy can help students and teachers to design "webs of meaning" as successful as E. B. White's fictional spider Charlotte. (Ten illustrations are included.) (RS)

ED 361 744 CS 214 039

Denton, Frank; And Others
Combatting Aliteracy with New Modes of Newswriting: A Field Experiment.
PUB DATE- 14 Aug 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Newspapers; *News Reporting; *News Writing; Postsecondary Education; Writing for Publication; Writing Research
IDENTIFIERS- Aliteracy; Journalism Research; *Writing Style

A field experiment tested different reporting and writing techniques against standard practice. The underlying purpose of the project was to explore whether new techniques of writing might make the news more interesting to those who are "aliterate" (they can read but do not read). On each of four days, four reporters reported and wrote the same news story in four different modes (traditional, narrative, radical clarity, and point of view). A different version appeared in each of four contiguous circulation zones each day followed by a telephone survey of readers to measure effects of the treatments. To obtain a larger representation of younger, less educated, less loyal-to-newspaper readers, 210 adult students at an area vocational-training school read packets of news stories (including the treatment stories) and completed surveys similar to the telephone surveys. Results indicated that: (1) traditional stories did not seem to justify their predominance; (2) traditional stories scored well on the "quality" variable; (3) the biggest overall success story among the modes was the narrative form but it failed to get readers involved in issues; (4) radical clarity did not produce many outstanding positive or negative results; (5) the poorest performance was registered by the point of view mode; and (6) the paths from the dependent variable "reading" to the dependent variable "knowledge" were dramatically different for each of the writing modes. Findings suggest that the writing style of a news story does make a difference, and that editors should consider creative combinations of writing styles. (Five tables of data and a figure representing the path analysis are included; sample stories for each of the four modes are attached.) (RS)

ED 361 763 CS 508 273

Fulmer, Hal W.

Public Relations Internships: Bridging the Classroom-Boardroom Gap.

PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Higher Education; *Internship Programs; On the Job Training; Program Descriptions; *Public Relations; School Business Relationship; Undergraduate Students
IDENTIFIERS- Professional Concerns

The pregraduation internship is a vital link between public relations classes and the public relations professions. Practitioners consistently regard the internship as the most crucial aspect of a public relations degree program. Interns should be of junior or senior standing, have completed some, if not most, of their public relations course work, and have spent at least a year in their major. Prospective interns should have completed a substantial part of two related areas of study prior to the internship: fundamental courses; and support courses which integrate necessary additional material into the general knowledge of the public relations student. The success of an internship program is directly proportional to the amount of control exercised by the institution. Public relations faculty at a mid-sized public university in the southeastern United States attempt to match prospective interns with opportunities at over 50 active public relations sites. General site contracts and intern contracts are drawn up. Amount of payment and course credit varies and remains controversial. Faculty at the university keep in close touch with the interns. Although properly administered internships require a serious commitment of time, energy, and resources by faculty who are interested, the value of public relations internships cannot be overemphasized. Increasingly, it is the major factor in entry-level employment. (Contains 15 references.) (RS)

ED 361 803 CS 508 315

Rich, Michael G.
Culture and Communication in Latin America.
PUB DATE- 12 Aug 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; *Cultural Context; Higher Education; *Mass Media; *Media Research; Research Methodology; *Research Problems; Scholarly Journals; *Scholarship
IDENTIFIERS- Cultural Studies; *Journalism Quarterly; *Latin America; Research Suggestions

Robert L. Stevenson recently described the problems facing international communications researchers: the field has no common focal variable, no common method, and no common literature--despite this, he professed pleasure at the state of the field. This paper takes Stevenson as a starting point to analyze international communications through a case study of recent research on Latin American communication in "Journalism Quarterly" (considered the most important scholarly journal that carries articles on Latin America). Instead of expressing satisfaction with the field, however, the paper reflects the influence of recent critical studies of comparative media research that have characterized the field as acontextual and ethnocentric. The paper provides a brief overview of communication research, a discussion of research on Latin American communications, and an analysis of "Journalism Quarterly" articles on Latin American communications. The paper concludes by offering a redirected agenda for mass communication research in international communication and asking for a widened view of research by "Journalism Quarterly." Forty-seven references and 89 article citations from "Journalism Quarterly" (covering 1931 through 1991) are attached. (NKA)

ED 361 823 CS 508 337

Ernst, Gisela; And Others
Mirrors of Difference: Critical Perspectives of Bilingual/ESL and Mainstream Teachers on Pedagogy, Language, and Culture.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Discourse Analysis; Educational Research; Elementary Education; Higher Education; *Language Role; Minority Groups; *Multicultural Education; *Teacher Attitudes; *Teacher Education; Teacher Student Relationship
IDENTIFIERS- Cultural Sensitivity

A study reexamined the role of the classroom teacher in mediatin the educational needs and goals of the changing population and explored the role of teacher education programs in providing contexts for the preparation of culturally "relevant teachers." Subjects were 64 mainstream and bilingual/ESL teachers enrolled in 2 multicultural education graduate-level courses at a major state university. Data included analysis of audio and videotapes, interviews, dialogue journals, autobiographies, and other written materials. One characteristic common to both courses involved having a minority instructor working with predominantly majority teachers who in turn were working with minority students in public schools. Preliminary results indicated four important dimensions that characterize the lives and teaching of culturally relevant teachers: (1) the power of life experiences; (2) awareness of their own cultural identity; (3) teachers as learners; and (4) commitment and responsibility for minority students. Findings suggest that the teachers taking such multicultural education courses reflect common attitudes held by the larger society and that many are

confrontational and reluctant to take risks. Teacher educators need to acknowledge teachers' and prospective teachers' belief systems, cultural ideologies, and experiences to create a context in which traditional assumptions can be challenged and alternative views explored. (Syllabi for a research in multicultural education course and a multicultural education in a global society course are attached.) (RS)

ED 361 841 EA 025 211

Frazer, Linda H.; Rumbaut, Marilyn
School Based Improvement: What Is Needed for Successful Implementation?
PUB DATE- Apr 93
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Cooperation; Educational Improvement; Elementary Secondary Education; *Organizational Climate; *Outcomes of Education; Participative Decision Making; *Program Implementation; *School Based Management
IDENTIFIERS- *Austin Independent School District TX

This paper describes the implementation of the School-Based Improvement (SBI) model in the Austin Independent School District (AISD), Texas, which was piloted by a total of 28 schools during the 1990-91 and 1991-92 school years. Evaluation was conducted through a review of campus improvement plans and student achievement data, interviews with six central office administrators and approximately one-half of the leadership teams, and district surveys of 1,500 staff and 93 parents. Overall, the Phase 1 elementary and secondary schools were more successful in achieving and exceeding predicted student achievement gains than were the Phase 2-SBI schools and the non-SBI schools. The primary obstacles to implementation were attributed to varied expectations and levels of ownership, differential training, a lack of universal commitment and trust, a lack of ongoing training, varied degrees of willingness to participate in collaborative decision making and consensus building, and the impact of change. Finally, school climate scores tend to drop during the first year of SBI, followed by an improvement in the second year. Two figures are included. Attachments include the SBI timeline, the school house model, the mission statement and goals, an action plan summary, and a board agenda item. (LMI)

English, Fenwick W.
A Typology of Metanarratives in Educational Leadership.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Administration; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; *Foundations of Education; *Organizational Theories; Social Theories
IDENTIFIERS- *Poststructuralism

This paper examines a typology of metanarratives in educational administration. "Metanarratives" represent "a global, overarching, encompassing set of rules that tell us...the necessary and sufficient conditions for the constructs we use and how to use them." From this perspective, logical positivism is considered one of the many metanarratives used in educational administration. Other metanarratives are also presented and are representationally classified with archetypical works illustrative of a common set of constructs and measurements. The typology seeks to create a basis for constructing a curriculum for the doctorate in educational administration at the University of Kentucky. Educational administration's traditional view, based on the two dominant metanarratives of behaviorism and structuralism, is argued to be inadequate because it produced few reliable, predictive studies; it refused to recognize the importance of "nonlabels"; and it has become increasingly isolated from the emerging mainstream movements that at one time supported its two dominant theoretical metanarratives. Two diagrams are included. (Contains 57 references.) (LMI)

ED 361 528 CE 064 482

Nevada Literacy 2000.

PUB DATE- Sep 92
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Agency Cooperation; Cooperative Programs; Coordination; Educational Opportunities; *Literacy Education; *Master Plans; Needs Assessment; Publicity; *Public Relations; School Business Relationship; Staff Development; State Programs; *Statewide Planning; Training; Tutors
IDENTIFIERS- Family Literacy; *Nevada; *Workplace Literacy

This document presents the first statewide master plan for Nevada literacy, called Nevada Literacy 2000, as developed by the Literacy Coalition Advisory Council. It begins with the mission statement of the council. These 11 goals with concomitant objectives are then presented: needs assessment, Nevada Literacy Coalition, adult basic education, student capacity, expanded program access, training for literacy providers, public information, coordination and cooperation, workplace literacy, family literacy, and institutional literacy. The action plan follows. For each objective, a chart lists two to five actions. For each action, the chart designates Office of Primary Responsibility (lead agency), Office of Collateral Responsibility (secondary agency), and date by which the action should be taken. A glossary of abbreviations is appended. (YLB)

ED 361 567 CE 064 568

Roberts-Gray, Cynthia; And Others
Performance Standards for Vocational and Applied Technology Education. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; Demand Occupations; Emerging Occupations; *Evaluation Criteria; Feasibility Studies; Performance; Secondary Education; *State Standards; *Statewide Planning; *Student Evaluation; Surveys; Tables (Data); *Technology Education; *Vocational Education
IDENTIFIERS- *Texas

A 2-year project was undertaken to develop performance standards for vocational and applied technology education in Texas. During the first project year, background research on performance standards in vocational and applied technology education was conducted and model performance standards for selected vocational programs were delineated. During the second project year, the process of developing performance standards for sequences of vocational courses preparing students for 22 priority and/or emerging occupations was continued. In addition, course-specific core performance standards were developed for those vocational courses in which they were needed, and a feasibility study of the new performance standards was conducted in a sample of 12 Texas school districts. A data-gathering instrument to be used by local vocational administrators in collecting data for their required district evaluations was developed. (Appendixes include an abstract of the 1991-1992 project work plan, advisory committee minutes, competency lists, task list summaries, a prototype data collection instrument, an occupations worksheet, tables matching existing Student Occupational Competency Achievement Tests to essential elements for specific courses, and project progress reports. Contains 26 references and 14 tables.) (MN)

ED 361 586 CE 064 599

Range Management and Ecology. Curriculum Guide for Agriscience 382.
SPONS. AGENCY- Texas Education Agency, Austin. Div. of Vocational and Applied Technology Education.
PUB DATE- Jan 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; Agricultural Skills; Agricultural Trends; Behavioral Objectives; Career Education; *Competence; Competency Based Education; Conservation (Environment); Course Content; *Ecology; Educational Resources; *Farm Management; High Schools; Leadership Training; State Curriculum Guides; Supervised Occupational Experience (Agriculture); Teaching Methods; Vocational Education
IDENTIFIERS- Texas

This curriculum guide provides materials for teachers to use in developing a course in "Range Management and Ecology, Agriscience 382," one of 28 semester courses in agricultural science and technology for Texas high schools. This introductory course is designed to acquaint students with the ecology and management of native rangeland for the benefit of animals and plants. Technical skills are developed in the areas of renewable natural resources, plant kinds and values, ecosystems, water cycles, animal stocking capacities and limitations, productivity and improvement, and research related to native rangeland. Additional skills are developed for safe work practices, recordkeeping, career exploration, and leadership. The guide is organized in four sections. The first section lists essential elements common to all agricultural science and technology courses. The second section lists essential elements specific to this course. The third section lists the units and topics of instruction and suggested time allocations for each unit and topic. Listed also are the catalog numbers of corresponding curriculum materials available from the Instructional Materials Service of Texas A&M University. The final section provides topic goals and objectives targeted for the completion of the topic. (KC)

ED 361 473 CE 064 323

Adult Literacy and New Technologies: Tools for a Lifetime.
PUB DATE- Jul 93
NOTE- 291p.; For related contractor reports, see CE 064 432-438.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Adult Reading Programs; Adult Students; *Computer Uses in Education; Coordination; Delivery Systems; Demography; Distance Education; Educational Change; Educational Legislation; Educational Needs; Educational Policy; *Educational Technology; Federal Government; Federal Legislation; Futures (of Society); Government Role; *Government School Relationship; *Literacy Education; *Policy Formation; Student Needs; Tables (Data)
IDENTIFIERS- Workplace Literacy

The Office of Technology Assessment reviewed the nation's literacy problem and the current and potential impact of using technologies in adult literacy programs. Data were collected from 2 workshops, 155 contributors and reviewers, 60 existing literacy programs, and 6 contractor reports. The information is summarized in this eight-chapter report. Chapter 1 is a summary and outline of policy issues and options. Chapter 2 examines the changing nature of literacy, the demographics of adult literacy, and the need for literacy education. The special needs of adult learners and the role of technology in meeting them is discussed in Chapter 3. Chapters 4 and 5 describe the existing system of literacy education and the federal role in it. Promising roles for technology in improving literacy education are outlined in Chapter 6. Chapter 7 deals with access/barriers to technology use in existing literacy programs, and Chapter 8 assesses the future role of technology in literacy education. Appendixes include the following: a list of the report's boxes, figures, and tables; information on major federal adult literacy/basic skills programs and key coordination provisions in literacy legislation; a glossary and list of acronyms; and lists of the study's reviewers and contributors. (MN)

ED 361 603 CE 064 637

Infant/Toddler Child Development Program. Forrest City Alternative School, Forrest City, Arkansas. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- 30 Jun 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Child Care Occupations; Child Development; *Child Development Centers; Day Care; *Developmental Programs; *Dropout Prevention; Early Parenthood; Employment Potential; Infants; Job Skills; Literacy Education; *Occupational Home Economics; Potential Dropouts; *Preschool Education; Program Development; Program Implementation; Secondary Education; Toddlers; *Unwed Mothers

In 1988, the Forrest City Alternative School (Arkansas) began a program to provide care for the preschool children of teen mothers who wanted to obtain their high school diplomas. The children ranged in age from 8 weeks to 3 years in the infant/toddler group and 3-6 years in the child care group. These children were provided with care, preschool training, nutrition, health, and social services. In addition, a class of Job Training Partnership Act students was provided training and a certificate in child care services, using the day care center as a laboratory for training. Over 100 families benefited from this child care program. It lowered the dropout rate among girls in the Forrest City schools, increased employability skills, and improved literacy. Children enrolled in the child development program showed readiness for learning in the structured environment of the school system. (YLB)

ED 361 624 CG 025 019

Jensen, Peggy
WIN-WIN: Conflict Resolution. Project Seed.
PUB DATE- Jul 93
NOTE- 14p.; For other papers in this series, see CG 025 020-026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Conflict Resolution; Elementary School Students; *Grade 3; Primary Education; *School Guidance; Young Children
IDENTIFIERS- *WIN WIN Program

One of eight papers from Project Seed, this paper describes WIN-WIN, a four-session classroom guidance program designed to teach third-grade children a step-by-step process of conflict resolution and peace-making. Participants, program goals, and anticipated outcomes are briefly described. A section on procedures describes each of the following 30-minute sessions: (1) define peace and peacemaking, conflict and resolution; (2) review session 1 and the terms learned in that session, complete various activities, and introduce the WIN-WIN process; (3) review the first two sessions and demonstrate a role-play of using the WIN-WIN process to resolve a conflict; and (4) review the previous lessons, practice role-playing, and conclude the series of lessons by having the students make pledges to help make their school a more peaceful place. Resources needed to implement the program are described and copyable forms for activities suggested in the session descriptions are appended. (NB)

ED 361 645 CS 011 376

Smith, Carl B.; Simic, Marjorie R.
Parents Sharing Books (PSB). Technical Report.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Junior High Schools; Junior High School Students; Middle Schools; *Parent Child Relationship; *Parent Participation; Program Descriptions; Program Evaluation; Reading Aloud to Others
IDENTIFIERS- Family Communication; *Family Literacy; Middle School Students; *Parents Sharing Books IN

Noting that family involvement in education is important, this report describes and evaluates the Parents Sharing Books (PSB) program which was designed to encourage parents to become involved with their middle-school children's education. The report notes that the program was implemented over a 2.5 year period and had the following goals: increase family literacy (the reading of books and the positive interaction between parents and middle school children through books); encourage parents and children to communicate better; and provide effective instruction to leader teams who would then provide similar instruction to parents in their local communities. The first section of the report discusses project development; product development; and training, support, and reaching-out. The second section of the report provides a profile of PSB participants. The third section discusses evaluating PSB and provides case reports. The fourth section of the report discusses limitations of the evaluation of PSB, and presents conclusions and recommendations. Numerous appendixes are attached. They include a list of PSB sites; pre- and post-parent and student surveys; a consent form; letters to participants and leaders; stories of teamwork and support of PSB leaders; stories of the adaptability of PSB; a discussion of the attitudes and perspectives that influenced PSB success; and stories of how PSB helped parents find time, how it informed parents about adolescents, and how it enhanced parent/child relationships and family communication. (RS)

ED 361 666 CS 011 401

Fry, Edward
Students Do Read Better Today?

PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Reading Ability; *Reading Achievement; *Reading Research; *Reading Tests; Standardized Tests; Test Norms
IDENTIFIERS- California; National Assessment of Educational Progress

Despite widely-held beliefs to the contrary, three different sources of research data prove that children in the 1990s read better on the average than either their father's generation or their grandfather's generation. "Then and Now" studies indicate that students read better now than decades ago. Restandardization of test norms also indicate an improvement of reading ability. In the only large study planned to show change over time, the National Assessment of Educational Progress (NAEP) measured the reading ability of 9 year olds, 13 year olds, and 17 year olds every few years between 1971 and 1990. Considering the vast demographic shifts, NAEP's finding that there was no significant change in reading ability between 1971 and 1990 is a testimonial to the ability of United States reading teachers. Reading teachers should read reports of NAEP studies with extreme caution. On first appearance it looks like U.S. students are doing poorly, but on careful reading, all that is happening is that some unknown "they" have set "proficiency standards" that "they" would like all students to meet. Comparative data in the NAEP study indicates that school children in California, which adopted a new framework for language arts instruction in 1987, scored near the bottom on the assessment. Readers of news media reports of NAEP reports should use all their critical reading skills: they should not confuse hard core comparative data with somebody's expectations which might be called "standards" or "proficiency levels." (RS)

ED 361 882 EA 025 269

Chandler, Kathryn; And Others
Parent and Student Perceptions of the Learning Environment at School. Statistics in Brief.
PUB DATE- Sep 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Environment; Elementary Secondary Education; *Institutional Environment; Learning; *Organizational Climate; Satisfaction; *Student Attitudes; *Teacher Attitudes

Findings of a study that examined parent and student perceptions of school learning environments are presented in this document. The data are from the 1993 National Household Education Survey (NHES:93), a national survey conducted by Westat for the National Center for Education Statistics. This report is based on data from telephone interviews conducted with 10,117 parents of students in grades 6-12 and 6,504 students in grades 6-12. A Positive School Environment Scale (PSES) was constructed of seven elements. Overall, parents and students gave relatively positive ratings to the schools with which they had direct and current experience. School ratings varied by school characteristics: public schools were rated lower than private schools; larger schools were rated lower than smaller schools; and middle/junior high schools were rated lower than elementary schools. Despite the generally positive assessments, low percentages of youth strongly agreed that they were challenged at school, that they enjoyed school, and that students and teachers had respect for each other. Low percentages of students also reported that their friends thought it very important to work hard for good grades and to behave well in school. Overall scores did not differ by racial/ethnic or urban/rural factors. Five tables are included. (LMI)

ED 361 902 EA 025 297

Kennedy, Eugene; And Others
A Multilevel Analysis of Phase II of the Louisiana School
  Effectiveness Study.
PUB DATE- 93
NOTE- 26p.; Paper presented at the Annual Meeting of the
  International Congress for School Effectiveness and Improvement
  (4th, Norrkoping, Sweden, January 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Environment;
  Effective Schools Research; Elementary Education; *Models;
  Multiple Regression Analysis; *Regression (Statistics); *School
  Effectiveness
IDENTIFIERS- *Louisiana School Effectiveness Study

This paper presents findings of a study that used conventional modeling strategies (student- and school-level) and a new multilevel modeling strategy, Hierarchical Linear Modeling, to investigate school effects on student-achievement outcomes for data collected as part of Phase 2 of the Louisiana School Effectiveness Study. The purpose was to identify correlates of achievement, correlates of distribution of achievement within schools, and the stability of school rankings. Data for a variety of social-psychological, experiential, and demographic variables had been collected for 5,400 third-graders, 250 teachers, and 74 principals from a random sample of 76 elementary schools. This study conducted various analyses for norm-referenced subtests in reading, verbal skills, mathematics, language, and a composite. Findings indicate that correlates of achievement and school rankings were consistent across methods. However, the results for the socioeconomic status-achievement slope were less consistent as the strategy moved from the single to the multilevel approach, suggesting that older methods should be viewed with some caution. Finally, mathematics achievement warrants special attention as distinct from more verbal subject areas. Thirteen tables are included. (LMI)

ED 361 922 EC 302 380

Eaves, Ronald C.; McLaughlin, Phillip J.
Recent Advances in Special Education and Rehabilitation.
PUB DATE- 93
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; Delivery Systems; *Disabilities; Educational Diagnosis; *Educational Policy; Elementary Secondary Education; Policy Formation; *Rehabilitation; Special Education; *Student Evaluation; *Teaching Methods; Teaching Models; *Transitional Programs

This book provides 12 papers on assessment, instruction, and policy making in special education and rehabilitation. Part I focuses on assessment, with the following papers: "A Theory of Human Behavior" (Ronald Eaves); "Describing the Cognitive Aspects of Intelligence" (David Sabatino and Hubert Vance); and "Critical Issues in the Diagnostic Assessment of Children with Autistic Disorders" (Lou Anne Worthington and Raymond Elliott). Part II, "Instruction and Learning," includes "Bilingual Pupils and Special Education: A Reconceptualization" (Richard Figueroa and Nadeen Ruiz); "Direct Instruction: A Research-Based Approach for Designing Instructional Programs" (Craig Darch); "Translating Research: Classroom Application of Validated Instructional Strategies" (Susan Fister and Karen Kemp); "A Model for Noncategorical Service Delivery for Students with Mild Disabilities" (William Bender et al.); and "Artificial Intelligence and Expert Systems: What Have We Learned?" (Cleborne Maddux). Part III, titled "Educational Policy Making," includes: "Litigation, Legislation, and Politics of Special Education: Implications for the Practitioner" (M. L. Anderegg and Glenn Vergason); "Transition from School to Adulthood for Young People with Disabilities: Critical Issues and Policies" (Paul Wehman); "School to Community Transition for Youth with Disabilities" (Philip Browning et al.); and "Transition Services Requirement: Issues, Implications, Challenge" (William Halloran). (PB)

ED 361 492 CE 064 408

You Can Be in a Group and Still Not Cooperate. Collaborative Approaches and Cooperative Learning Activities for Adult Learners.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 93
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adult Literacy; Classroom Techniques; *Cooperation; *Cooperative Learning; Educational Research; *English (Second Language); *Group Activities; *High School Equivalency Programs; Learning Activities; Literacy Education; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Collaborative Learning; General Educational Development Tests

This handbook defines and describes the benefits of both collaborative approaches and cooperative techniques. An introduction uses watercolor marbling as a metaphor for collaborative approaches and cooperative activities. Section I provides research results regarding problems of adult literacy programs, skills employers want, and Bloom's taxonomy. Section II defines collaborative approaches to adult learning. Section III defines cooperative learning, highlights the five basic elements that need to be structured into a cooperative learning activity, describes structures for cooperative learning, lists aids to cooperative learning, offers troubleshooting suggestions, and provides personal and group evaluation forms. Section IV contains activities that have been designed, implemented, and evaluated by the Parma (Ohio) Adult and Continuing Education staff. The section on activities contains English-as-a-Second-Language, adult basic education, or General Educational Development activities. Each activity has the following elements: level, type of lesson, objective(s), materials, procedure(s), and extensions or variations. Any necessary materials or handouts are provided. Section V is a 33-item annotated bibliography. An appendix contains instructions for watercolor marbling. (YLB)

ED 361 548 CE 064 533

Nash, Margaret A.; Norden, Tamara
Success Skills Curriculum for Single Parents and Displaced Homemakers. Curriculum Guide.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 91
NOTE- 656p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Communication Skills; *Competency Based Education; *Daily Living Skills; *Displaced Homemakers; Efficiency; Home Management; Learning Activities; Money Management; *One Parent Family; *Prevocational Education; Responsibility; *Self Actualization; Self Determination; Stress Management; Success; Time Management
IDENTIFIERS- Family Work Relationship

This curriculum is designed to meet the unique needs of single parents and displaced homemakers who require additional skill building before entering the job market or a job training program. The curriculum, which is designed as a 36-hour program instruction, contains units on the following topics: taking responsibility for oneself (assessing self-esteem, assessing self-talk, making transitions, maintaining wellness, understanding one's legal rights); communicating effectively (effective verbal communication, listening, and behavior); balancing family, school, and self (managing stress, time, and finances; developing a personal support system; and nurturing other family members and friends); and enhancing effectiveness (developing self-motivation, making appropriate and realistic decisions, accessing role models/mentors, attaining/enhancing basic academic skills; and understanding differences in the work force). Each unit contains the following: unit overview, list of instructor resources, instructor notes, handouts, and activity sheets. Guidelines for leading class discussions and a list of eight workbooks referenced throughout the curriculum are also included. (MN)

ED 361 705   CS 213 999

Borders, Sarah G.; Naylor, Alice Phoebe
Children Talking about Books.

PUB DATE- 93
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Bibliotherapy; *Childrens Literature; *Discussion (Teaching Technique); Discussion Groups; Elementary Education; *Reader Response; Reading Material Selection; School Counseling; Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *Response to Literature; Speaking Thinking Relationship

In an effort to demonstrate how quality literature can engage children in reflective thinking about stories, themselves, and the world, this book suggests children's literature worthy of discussion, shows how interactions work, and encourages adults to bond with children. The book begins with a chapter on how to use the book and a chapter on the functions of the adult leader. The body of the book is comprised of 34 book dialogues taken from real life, and commentary on the discussion process. The pattern followed in the discussions is based on reader response theory and the bibliotherapeutic process. Some of the works of children's literature discussed in the book are: "Delphine" (Molly Bang); "The Pain and the Great One" (Judy Blume); "Everett Anderson's Nine Month Long" (Lucille Clifton); "Wilfrid Gordon McDonald Partridge" (Mem Fox); "Fables" (Arnold Lobel); "Where the Wild Things Are" (Maurice Sendak); "The Giving Tree" (Shel Silverstein); and "A Chair for My Mother" (Vera Williams). A description of one family's story time, a list of 15 bibliographies of children's literature, a bibliography, a subject index to book entries, and a general index are attached. (RS)

ED 361 725 CS 214 020

Partridge, Susan

Portfolio Programs and Their Assessment Discussed.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Portfolios (Background Materials); *Standardized Tests; *Student Evaluation; Teacher Education; Teacher Student Relationship; Writing Evaluation
IDENTIFIERS- Alternative Assessment; Portfolio Approach

Educators are expressing the pros and cons of portfolio programs and their assessment. Teachers should be among the policy makers, and teacher-training institutions should bear their share of preparing teachers in all aspects of portfolio programs, including testing. Decade after decade, in both elementary and secondary education, students' writing was judged largely on the mechanics. Many students with poor writing mechanics have something worthwhile to say. Portfolio programs provide students with the opportunity of coming to grips with their own thoughts about certain issues. Even very young children can write factual, imaginative, or humorous material. Throughout many decades witness has been borne to unfair assessment of individual students in standardized tests. Standardized tests have been and continue to be criticized by reputable, concerned people. Alternative tests are needed if there is to be a fair appraisal of all students. The combination of improved standardized tests and a fair-as-possible alternative assessment would provide a more accurate appraisal of students. The seemingly increasing use of student portfolios adds to the need for alternative assessment. Implications include: (1) testing is necessary and should be in keeping with educational goals; (2) teacher training institutions should bear their share of training teachers in portfolio programs; (3) the use of test results to compare schools is questionable; (4) mechanics of writing are best taught in connection with the students' own compositions; and (5) good teaching, which requires teacher-student interaction, is usually reflected in tests based on the goals set. (RS)

ED 361 764 CS 508 275

Haffey, Deborah Bush
A Problem-Solving Analysis of Women in Debate.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Joint Meeting of the Southern

States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Communication Skills; Critical Thinking; *Debate; *Females; Higher Education; *Problem Solving; *Sex Fairness; Speech Communication; Student Needs
IDENTIFIERS- Cross Examination Debate Association; *Debate Coaches; *Debate Tournaments; Professional Concerns

The number of women participating in intercollegiate debate is proportionately lower than their representation on campuses. Furthermore, women's rate of success at the highest level of the Cross Examination Debate Association national competition is far lower than their representation in the organization. However, as women enter fields such as law, business, and politics, they are at a disadvantage if they have not been involved in a program which has been proven to be a guarantor of a higher level of professional success. The personal and professional benefits to those who participate in intercollegiate debate are documented: they employ three communication skills (analysis, delivery, and organization) better than those without debate experience; they improve their critical thinking skills; and debate provides excellent pre-professional training in problem solving, critical thinking, and reasoning persuasively. The responsibility for helping women succeed in debate competition lies with the individual coach. Observations in the areas of relationships, the difference between feminine and masculine styles of speaking, and the role consensus-making plays in argument provide guidelines which a coach might use in working with women debaters. (Contains 15 references.) (NH)

ED 361 784 CS 508 296

Chatham-Carpenter, April D.
Home vs. Public Schoolers' Relationships: Differences in Social Networks.

PUB DATE- Oct 92
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Communication Research; Elementary School Students; Elementary Secondary Education; *Home Schooling; *Interpersonal Communication; Parent Student Relationship; *Peer Relationship; Public Schools; Questionnaires; Secondary School Students; *Social Development; *Socialization
IDENTIFIERS- Oklahoma; Social Needs

Noting the lack of basic information necessary to begin to make conclusions about a home schooled child's social contacts, a study investigated the social networks of home vs. public schooled children (with a child's "social network" defined as all of the people who interact on a regular basis with the child at least once a month). The subject pool consisted of 21 home schooled children and 20 public schooled children, ages 12-18, living in Oklahoma. Each subject kept a list of his/her interactions over a month's period of time, i.e. who he/she talked with for periods of at least 2 minutes or more. Follow-up surveys elicited information from subjects and their mothers about the structural and interactional quality of subjects' relationships with people on the list. Results indicated that the home schooling process does affect the nature of the relationships experienced in adolescence for home schoolers. The study found overall that home schoolers are not "at risk" in terms of the total number of people with whom they interact but are "at risk" in the sense of feeling less closeness towards and receiving less support from their peer friend relationships than public schoolers. (Five tables of data are included; 60 references and an appendix providing the Home/Public Relationships Questionnaire are attached.) (NH)

ED 361 842 EA 025 212

Horton, Janet Little
The Preemployment Process: Avoiding Impermissible Inquiries and

the Effect of the Americans with Disabilities Act. NOLPE Monograph Series No. 49.
PUB DATE- 93
NOTE- 44p.; Marginally legible due to low print-to-paper contrast.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Court Litigation; Disabilities; Elementary Secondary Education; *Employment Interviews; Employment Practices; Federal Regulation; *Job Application; Legal Problems; *Legal Responsibility; Personnel Data; *Personnel Selection; Public Schools; *School Districts
IDENTIFIERS- *Americans with Disabilities Act 1990

The purpose of preemployment activities in a public school district is to obtain the person best qualified. This monograph discusses legal considerations in the preemployment process, with a focus on avoiding impermissible inquiries and the effect of the Americans with Disabilities Act. The key question to be asked when examining an application form and reviewing the interview process for impermissible inquiries is whether the inquiry is job-related. To avoid charges of discrimination and bias in hiring, all inquiries must be job-related and district screening criteria must be consistently and universally applied to all applicants. The emphasis in this monograph is on what is permissible and impermissible under federal laws and regulations, and as interpreted by the courts. Impermissible inquiries, presented under five categories, are those questions concerning marital status and the family situation; personal history that is not job-related; associational activities; irrelevant educational and work history data; and the existence, nature, or severity of a disability. Each of the five categories is examined separately. Problems in determining objective and subjective criteria are also discussed. Appendices contain samples of inappropriate and appropriate job application forms. (LMI)

ED 361 862 EA 025 239

Chen, Michael; Addi, Audrey
Employment Threat, Equality of Opportunities and Educators' Response to the Rapid Feminization of School Principalship.
PUB DATE- Apr 93
NOTE- 17p.; Preliminary version of a paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; Educational Attainment; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Foreign Countries; Social Change; *Women Administrators
IDENTIFIERS- *Israel

This paper examines the responses of men and women in the Israeli educational system toward the rapid feminization of school administration. Two theoretical perspectives--the "enlightened" approach and conflict theory--provide a framework for understanding the responses. Data were obtained from the responses to a questionnaire of 156 graduates of several degree and diploma courses in educational administration. Findings support the conflict approach, which states that gender and gender-associated interests have a stronger influence on attitudes toward the process of feminization than do education, position, or educational values. Men perceived feminization as a threat to their occupation more than women did. Men also described themselves as gatekeepers protecting the status of their profession from depreciation; they were less supportive than women of equal employment opportunities. Although women also reported feeling threatened by feminization of educational administration, they were much more supportive of equal occupational opportunities in school administration, especially if they were administrators themselves. Finally, as predicted by the "enlightened" approach, education had a moderating influence on the perception of feminization as a threat. Four tables are included. (LMI)

ED 361 529 CE 064 483

Consumer Economics and Consumer Mathematics Textbooks.
PUB DATE- 17 Jun 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Civil Law; *Consumer Economics; *Consumer Education; *Consumer Protection; Daily Living Skills; *Decision Making Skills; Higher Education; *Mathematics Skills; *Money Management; Planning; Resource Allocation; Secondary Education; Textbooks
IDENTIFIERS- *Consumer Mathematics

This publication lists a selection of consumer economics and consumer mathematics textbooks available for review from the National Institute for Consumer Education. Twenty-six textbooks for the secondary level are cited. Nine advanced level texts are also listed. These texts are generally considered college level texts but could be adapted for advanced high school classes. Author, title, edition, publisher, place of publication, year of publication, and Library of Congress classification number are provided. (YLB)

ED 361 804 CS 508 316

Garner, Ana C.
The Unexpected Education: What We Can Learn from Disaster News Stories.
PUB DATE- Aug 93
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Air Transportation; Case Studies; Content Analysis; *Mass Media Effects; Mass Media Role; Media Research; *Newspapers; Safety; *Safety Education
IDENTIFIERS- *Aircraft Disasters; Disaster Planning; Journalism Research; *Media Coverage

A study explored the safety education provided by six newspapers, using the 1988 crash of Delta Flight 1141 as a case study. A total of 351 "Delta 1141" news stories were analyzed for five key areas: overall story category, passenger safety theme, flight personnel safety theme, plane safety theme, and rescue safety. Of the stories examined, 43% were found to contain at least one safety theme paragraph within the larger story; 34% of the identified safety themes were passenger safety themes, 24% were flight safety, 29% were plane safety, and 14% were rescue safety themes. Safety themes were embedded within a story framework which reflects the three stages of disaster news work. Images of normalcy tragically disrupted by the crash abound as do images of passengers escaping and aiding others. Disaster relief personnel and aviation officials were shown working to restore order and solve the mystery of the crash. Within this framework, people can learn what to expect when a plane crashes and what they might have to do in a similar situation. (Two tables of data are included. Contains 70 references.) (Author/RS)

ED 361 686 CS 213 893

Goodson, F. Todd; Fabiano, Theodore F.
Presidential Political Rhetoric: High School and College Students Respond.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civics; College Students; Higher Education; High Schools; High School Students; Journal Writing; Persuasive Discourse; Political Candidates; *Presidential Campaigns (United States); Rhetorical Criticism; *Self Concept; Student Attitudes; *Student Reaction; Writing Instruction
IDENTIFIERS- *Public Discourse

Teachers can take advantage of current presidential elections by having students keep journals in which they analyze public discourse as they record their responses to the campaign rhetoric. An interesting phenomenon that emerges from this activity is a sense of the political identity of the students, a perspective that colors virtually all of their responses. The challenge is to design activities for this analysis that allow students to examine their biases and prejudicial thinking. Teachers must take into account students' attitudes toward politics in general, since some students shy away from politics or even fear the false reality in which politicians have their being. The simplicity with which some students approach the candidates and their propagandistic literature should concern all teachers who value civic literacy. The journals also reveal how interwoven students' political and religious lives are. Students' work or professional experience also colors their responses to political rhetoric. In a highly diverse classroom, then, composition instructors must establish an attitude of trust to foster a civic literacy among students. Journals show how students' attitudes toward political rhetoric change as a result of their study of the campaign. Writing instruction, then, must address the analysis of public discourse, a task that should be carried out at all levels of instruction. (HB)

ED 361 745 CS 214 040

Lott, Sandra Ward, Ed.; And Others
Global Perspectives on Teaching Literature: Shared Visions and Distinctive Visions.
PUB DATE- 93
NOTE- 412p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cross Cultural Studies; *Figurative Language; Foreign Countries; *Global Approach; Higher Education; High Schools; *Literary Criticism; *Literary Styles; Literature Appreciation; Non Western Civilization
IDENTIFIERS- Aesthetic Reading

This book is a collection of essays designed for high school and college teachers who want to introduce non-Western and other non-canonical texts into their traditional literature courses. The essays in the book explore the kinds of visions encountered when teachers cluster Western texts with those outside the dominant Western tradition. Papers in the introductory section are: "World Literature in Context" (S. Lawall); "Facing Others, Facing Ourselves" (J. P. Hunter); and "Global Perspectives: A Thematic Approach" (S. W. Lott). Papers in the "Private Worlds" section are: "Colonial Encounters of an Autobiographical Kind: Bringing the Personal Voices of Sean O'Casey and Wole Soyinka to the Literature Classroom" (R. Ayling); "Mariama Ba's 'So Long a Letter' and Alice Walker's 'In Search of Our Mother's Gardens'" (D. Grimes); and "Private Worlds: A Bibliographic Essay" (S. Palmer). Papers in the "Hero's Quest" section are: "Heroic Visions in 'The Bhagavad Gita' and the Western Epic" (M. Foley); "Contending with the Masculinist Traditions: 'Sundiata's Sogolon and the Wife of Bath" (S. Vance); "Soseki's 'Kokoro': The Voice of the Exile in Quest of a Modern Self" (P. Anderer); and "The Hero's Quest: A Bibliographic Essay" (E. Hughes and C. Gravlee). Papers in the section on "The Individual, the Family, and Society" are: "'The World Was All before Them': Coming of Age in Ngugi wa Thiong'o's 'Weep Not, Child' and Salinger's 'The Catcher in the Rye'" (S. Latham and S. Lott); "Cooper's Indians, Erdrich's Natives Americans" (M. A. McCay); and "The Individual, the Family, and Society: A Bibliographic Essay" (E. H. Rodgers). Papers in the section on "Intertextuality and Cultural Identity" are: "Crossing Cultural Bridges in Search of Drama" (A. Parkin); "Segregation in India: Forster's 'A Passage to India' and Anand's 'Untouchable'" (U. Ahlawat); "'The King Will Come': Laye Camara's Response to Kafka's World Vision" (P. Egejuru); "Carlos Fuentes's Tribute (and Reply) to Ambrose Bierce in 'The Old Gringo'" (E. Espadas); "African American Renderings of Traditional Texts" (N. Lester); "Politics and the Poet in Baraka's 'The Slave': Turning and Turning in Yeat's Gyres" (M. S. G. Hawkins); and "Intertextuality and Cultural Identity: A Bibliographic Essay" (M. S. G. Hawkins). Papers in the section on "Approaches to Chinua Achebe's 'Things Fall Apart'" are: "Chinua Achebe: The Bicultural Novel and the Ethics of Reading" (B. Henricksen); "If the Shoe Fits: Teaching 'Beowulf' with Achebe's 'Things Fall Apart'" (L. Purdon and J. Wasserman); "An African Turnus: Heroic Response to Colonialism in Vergil's 'Aeneid' and Achebe's 'Things Fall Apart'" (N. McMillan); "The Center Holds: The Resilience of Ibo Culture in 'Things Fall Apart'" (N. Sarr); and "Approaches to 'Things Fall Apart': A Bibliographic Essay" (J. Lott and S. Lott). (RS)

ED 361 824 CS 508 338

Zhao, Xinshu
China-Born Communication Scholars in the U.S.--Opportunities and Challenges.
PUB DATE- Aug 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Chinese; *Communication Research; *Cultural Context; Cultural Isolation; Foreign Countries; *Foreign Students; Graduate Students; Higher Education; *Media Research; Scholarship; *Student Needs
IDENTIFIERS- China; *Researcher Role

Although Chinese-speaking men and women constitute the largest group of international graduate students in the United States, contrary to expectations, some China-born communication scholars have had difficulties publishing their China studies in the United States. If a China-born scholar conducts two studies, one based on data from China and one based on data from the United States, he or she would have an easier time publishing the American-oriented material. Even though China-born scholars can find plenty of research questions about China, because they want to succeed in the United States, many involve themselves in American-related research. In the process many develop a strong personal interest in such research topics. However, if most China-born scholars and students avoid China-related research topics, the research community and society on both sides of the Pacific may lose the opportunity to benefit from the unique knowledge that resides with this group of researchers. Future discussion should center on: (1) a refereed academic journal in communication primarily for Chinese speakers; (2) adoption of promotion criteria by Chinese area universities which give more credit for publication in Chinese journals; and (3) awareness of China-born students in the United States of the dual-master situation--that is, that needs and interests are different in each country. (NH)

ED 361 511 CE 064 449

Ferro, Trenton R.
Improving the Quality of Continuing Higher Educators' Leadership Role in Economic and Community Development Planning. Research Report.
SPONS. AGENCY- Association for Continuing Higher Education.
PUB DATE- Jun 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Community Development; *Community Planning; *Economic Development; Higher Education; *Leadership Responsibility; *Professional Continuing Education; Teacher Role

In response to a 1991 call issued by the American Association of State Colleges and Universities, eight institutions were selected to participate in a model process designed to involve higher education in the economics of community development. They were: Bloomsburg University, Chadron State College, Kean College of New Jersey, Murray State University, Northwestern State University of Louisiana, Shawnee State University, the State University of New York at Brockport, and Western Carolina University. The Mon Valley Tri-State Leadership Academy, a regional consortium whose mission and activities parallel those of the model process, also participated. The model process included the following steps: completion of institutional self-assessments, process design; process organization; definition of economic and community development; analysis of each institution's environment; development of goals, strategies, and initiatives; program implementation; and evaluation of program results. All eight institutions conducted self-assessments, designed a planning process that involved bringing together key institutional and community decision makers, identified problems faced by continuing educators as they attempt to expand their leadership role in economic and community development planning, and recommended actions continuing educators can take to overcome the problems identified. (Recommendations for further research, a list of institutional respondents, and a 12-item bibliography are included.) (MN)

ED 361 568 CE 064 569

Couch, Anna Sue; And Others

Effective Management of Multiple Roles: Family and Work. Final Report.

SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 92
NOTE- 113p.; For the facilitator's manual and participant materials, see ED 353 434.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Employed Parents; Field Tests; *Home Economics; *Home Management; Models; *Program Development; Questionnaires; Secondary Education; Surveys; *Time Management
IDENTIFIERS- *Family Work Relationship

A model program was developed for helping parents, students, teachers, and businesspersons deal effectively with the interrelatedness of work and family responsibilities. Various research procedures, including focus group discussions and mail and telephone surveys administered to adolescent students' parents, and businesspersons in the Lubbock and Dallas/Fort Worth areas of Texas, were used to identify the barriers deterring effective management of the multiple roles of family and work. The research findings were used to develop appropriate strategies for dealing effectively with the interrelatedness of family and work responsibilities. These strategies were then incorporated into a model program for parents, students, teachers, and businesspersons. The program begins by identifying multiple roles played by individuals and explaining basic management concepts. Participants are then given training in time management, asked to complete daily time schedules, and participate in small-group case study assignments. The model program proved highly successfully in field tests conducted at a middle school, high school, center for new directions, and two workplaces. (Appended are miscellaneous project-related correspondence and publicity materials, focus group questions and survey instruments used with the student and adult populations, telephone questionnaires and interview schedules, and field test evaluation instruments. Fifteen references are included.) (MN)

ED 361 587 CE 064 606

Work and Family: Never Too Old To Learn. Data from the National Longitudinal Surveys. Report 856.

PUB DATE- Sep 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Data Analysis; *Females; Followup Studies; Higher Education; *Job Training; *Learning Motivation; *Middle Aged Adults; On the Job Training; Participation; *Womens Education
IDENTIFIERS- National Longitudinal Surveys

Data from the Mature Women's cohort of the National Longitudinal Surveys were used in an analysis of the acquisition of education and training by women at later ages over the 1979-89 period. These data described a sample of women who were between the ages of 30 and 45 in 1967 and who had been interviewed regularly at later intervals. Between the years of 1979 and 1989, the survey collected information about the occurrence and duration of all education and training programs. This analysis examined the extent of participation in education and training programs among this group of women from 1979-1989, a time in which they aged from 42-57 to 52-67. The time spent in education and training, as measured by total hours involved in these programs, was also analyzed. In addition, reasons why these women participated in programs outside of college education and company training over the 1984-89 period were addressed. Over 40 percent of women were found to have participated in some education or training program during the 11-year period. The primary forms of instruction were company training and college courses. White women more likely had some education or training than other women, but among program participants, other women spent more time in these programs than white women. Evidence on instructional programs other than company training and college education indicated that over one-third of the women participated in these programs for job-related reasons. (YLB)

ED 361 604 CG 024 998

Muraskin, Lana D.

Understanding Evaluation: The Way to Better Prevention Programs.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 103p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Elementary Secondary Education; *Evaluation Methods; Outcomes of Education; *Prevention; Program Effectiveness; *Program Evaluation; *School Districts; *Substance Abuse

This handbook has been written to enable schools and community agency staff to carry out required evaluations under the Drug-Free Schools and Communities Act. However, its applicability is not restricted to programs supported through that Act. The handbook describes the why and how of program evaluation and outlines the steps in conducting evaluations. A premise guiding this handbook is that many evaluations that use simple designs can be conducted without formal training in program evaluation. This handbook has three chapters. Chapter 1 is an overview of evaluation planning. Chapter 2 provides more detail on the steps in designing an evaluation, and chapter 3 tells the story of an evaluation conducted by a fictitious school district. The handbook presents the basic concepts that guide program evaluation. Where greater help may be needed, the discussion refers the reader to the appendix and to more detailed information from other sources. The guide also indicates points in the course of designing and carrying out an evaluation where program officials may wish to consult with evaluation specialists inside or outside their districts or organizations. An evaluation can be an important tool in improving the quality of a prevention program if it is integrated into the fabric of a program rather than added on after the fact. Program personnel are more likely to use the results of an evaluation when they play a role in deciding what to examine, conducting the evaluation, and interpeting the results. Many of the evaluation steps outlined in this handbook can be carried out by program staff in schools and community agencies. (Author)

ED 361 625 CG 025 020

Drasby, Gail; And Others
Teens Parenting. Project Seed.
PUB DATE- Jul 93
NOTE- 8p.; For other titles in this series, see CG 025 019-026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Early Parenthood; High Schools; High School Students; *Parent Child Relationship; *Parent Education; *Pregnancy

One of eight papers from Project Seed, this paper describes Teens Parenting, a program that brings together a group of parenting teenagers for a 20-week learning experience using the "Nurturing Program for Teenage Parents and Their Families." It is noted that the program is open to all teenage parents in the area, whether or not they are currently enrolled in the school system. Four steps are included in the procedures and instructions section. Facilitators are encouraged to: (1) familiarize themselves with the "Nurturing Program for Teenage Parents and Their Families" curriculum; (2) formulate a list of teenage parents in their school or community and invite them to join the program; (3) hold an informal orientation session for parents and their children to meet the class facilitators, other teenage parents, and the child care providers; and (4) conduct successive class meetings by following the "Nurturing Program for Teenage Parents and Their Families" curriculum. The program purposes, goals, and objectives are discussed; anticipated outcomes are described. Resources needed to implement the program are listed and the project cost is estimated to be between $300 and $500 for a class of six to eight teenage parents and their children. (NB)

ED 361 883 EA 025 270

Bruce, Ray E.

Leadership Enhancement and Development (LEAD): A Flourishing Product of School and University Collaboration.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Educational Administration; Elementary Secondary Education; Internship Programs; *Leadership; *Leadership Training; *Management Development; Program Development; School Administration; Supervision

IDENTIFIERS- *Gwinnett County School System GA

This paper describes the development and implementation of the Georgia Leadership Enhancement and Development (LEAD) program in the Gwinnett County School District. Implemented during the 1988-89 school year, the program is based on collaboration between the University of Georgia and the school district. Participants in the 12-month program are required to complete a one-quarter, fulltime internship; a seminar practicum; and 30 credit-hours of course work. The school system has completely funded tuition and book costs for participants, who aspire to become lead teachers, assistant principals, or principals. Over the years, the curriculum has been modified in response to participants' recommendations. Courses deal with supervision, supervision instruction, curriculum planning, leadership for staff development, school administration, personnel administration, and group processes. Each participant has continued to demonstrate outstanding performance in the classroom while responding effectively to the heavy demands of the LEAD program. A lesson learned is that active support of district leadership is essential for the program's success. (LMI)

ED 361 903 EA 025 298

Lipton, Laura
Transforming Information into Knowledge: Structured Reflection in Administrative Practice.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Cognitive Processes; Educational Administration; Elementary Secondary Education; *Leadership Training; *Management Development; Models; *Professional Development; Teacher Administrator Relationship
IDENTIFIERS- Reflective Inquiry; *Reflective Practice; Reflective Thinking

This paper presents findings of a study that explored ways in which educators used reflective practices for administrative problem solving. Specifically, the study explored the ways in which administrators used a cognitive-coaching framework to guide their thinking and contributed to their practical wisdom through structured reflection of their past experiences. In June 1990, 55 school administrators from school districts across the United States and Canada participated in a 4-day Cognitive Coaching Leadership Training program. Data were derived from analysis of 17 participants' self-reports, in which they reconstructed a supervisory event, generated a cyclical self-conversation to examine their thinking, and recreated new meanings of those experiences. Findings suggest that reflective practice is greatly enhanced when based on a rich and specific framework. Participants reported that they frequently used the tools of paraphrasing and questioning, valued the building of rapport and trust in the supervisor-teacher relationship, improved their collaborative practices, and utilized the maps of the cognitive coaching model as a filter for viewing interaction. Two tables are included. (LMI)

ED 361 923 EC 302 381

O'Connor, Susan
Multiculturalism and Disability: A Collection of Resources.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Differences; Cultural Influences; *Cultural Pluralism; *Disabilities; Educational Discrimination; Elementary Secondary Education; Ethnic Discrimination; *Handicap Discrimination; *Minority Groups; Racial Discrimination; Social Bias; Social Discrimination

This resource packet begins with an overview article attempting to place disability within the larger context of multiculturalism. Issues of discrimination resulting from race, gender, ethnicity, class, age, and disability are examined in terms of commonalities across the experiences. Questions about how to define the dominant culture and issues concerning assimilation of minority cultures within it are explored. The second part of the packet provides an annotated bibliography of 75 books, articles, materials, and organizations that explore issues of multiculturalism and disability. Each annotation lists title, author, publication information and summary of contents. (Contains 55 references.) (PB)

ED 361 474 CE 064 326

The Committee Studying Contagious Disease Training for Public Safety Personnel. Report of the Committee on Training of the Criminal Justice Services Board to the Governor and the General Assembly of Virginia. House Document No. 15.

SPONS. AGENCY- Virginia State General Assembly, Richmond.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adult Education; *Communicable Diseases; *Disease Control; Emergency Squad Personnel; *Fire Fighters; Fire Science Education; *Health Education; *Occupational Safety and Health; *Police; Police Education; Safety Education; Standards; State Legislation; State Programs; Statewide Planning; Viruses; Work Environment
IDENTIFIERS- Hepatitis B; Virginia

Through discussion and extensive research, the Committee Studying Contagious Disease Training attempted to address concerns regarding education and training of public safety personnel with regard to human immunodeficiency virus (HIV) and hepatitis B virus (HBV). The committee's findings were based on Occupational Safety and Health Administration (OSHA) and Virginia Occupational Safety and Health (VOSH) standards, a review of current state and federal laws and regulations related to HIV and HBV, current related literature, and the technical expertise of committee members and advisors. The committee's recommendations for training public safety personnel in the prevention of exposure to communicable diseases included the following: airborne pathogens training, training volunteers, model training outline, training on legal issues, testing for knowledge, training at the time of initial assignment to any tasks where potential for occupational exposure exists and annually thereafter, local cooperation, creation of a coordinating committee, emergency medical technician training at the discretion of each public safety agency, no need for additional mandated training, and postexposure management. (Appendixes include the resolutions that established this study, final rule regarding Occupational Exposure to Bloodborne Pathogens, proposed training outline, and summary of Virginia statutes related to communicable diseases.) (YLB)

ED 361 493 CE 064 422

Janney-Pace, Priscilla; Fox, Laurie
Workplace Literacy Tutor Training Manual.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Aug 93
NOTE- 237p.; For a related survey, see CE 064 423. Cover title is "Workplace Literacy Project. Final Report 4-P1-ZM-LC-01."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; *Communication Skills; Curriculum Guides; Debate; Decimal Fractions; Group Discussion; Group Dynamics; Instructional Materials; Labor Force Development; Learning Activities; Listening Skills; *Literacy Education; Mathematics Instruction; *Mathematics Skills; Metric System; Percentage; Place Value; *Problem Solving; Reading Comprehension; Speech Skills; Tutoring; Tutors; *Whole Language Approach; Workshops; Writing Skills
IDENTIFIERS- *Workplace Literacy

This manual contains a workshop curriculum that offers background information and activities rooted in the whole language approach. It is designed to address needs of employees with skill levels below fifth grade. Section I is an introduction to the changing workplace environment. Sections II-V cover problem solving, communication (speaking skills, listening skills, reading comprehension, writing), discussion and debate, and math (place value, decimals, percentages, metrics). Each section may consist of one or more parts, each of which lists skills to be learned and provides instructions for the workshop trainer, activities or exercises, and reference list. Appendixes contain the following: information on characteristics of adult learners and tutoring in the workplace; extension activities in problem solving, listening and speaking, writing, and discussion and debate; and information on assessment tests and task analysis. Supplementary materials for use in conjunction with the manual are attached. Intended especially for those tutors without whole language training, these sections cover the following topics: the reading process, learning styles, special reader problems, whole language approach, whole language reading and writing strategies, informal measures for selecting suitable reading material, readability formulas, phonic analysis, word families, syllables/compound words/contractions, sight words, tutor "real world" materials, teaching critical thinking, assessment, and goal setting. (YLB)

ED 361 530 CE 064 485

Practical Nursing (HO 17.060500). Career Merit Achievement Plan (Career MAP).

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 89
NOTE- 32p.; For the related vocational program guide, see ED 309 245.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Rating; Allied Health Occupations Education; Employment Potential; First Aid; *Job Skills; *Medical Services; Nurses; Practical Arts; *Practical Nursing; *Standards

This Career Merit Achievement Plan (MAP) includes the performance and knowledge competencies required for entry-level employment as a licensed practical nurse. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. An overview provides information on use of the MAP by administrator, instructor, student, and employer and on how to rate student performance. The MAP is designed to display the intended outcomes and the student performance standards (SPSs) required by the local education agency and to document the level of achievement on SPSs that the student demonstrates. These 23 SPSs are included: use verbal and written communication; demonstrate legal and ethical responsibilities; describe human growth and development; provide emergency care; perform aseptic techniques; describe anatomy and physiology of the human body; perform physical comfort and safety functions; provide personal patient care; perform nursing procedures; administer medicine; apply principles of nutrition; provide care for medical/surgical, maternal/newborn, pediatric, geriatric, preoperative, and postoperative patients; apply principles of infection control; provide bio-psycho-social support; perform supervised management functions; assist with rehabilitative activities; perform home health care services; demonstrate employability skills; and demonstrate knowledge of sexually transmitted diseases. (YLB)

ED 361 646 CS 011 379

Brunner, Michael S.
Reduced Recidivism and Increased Employment Opportunity through Research-Based Reading Instruction.
PUB DATE- Jan 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Correctional Education; Delinquency; Delinquent Rehabilitation; *Instructional Effectiveness; Literature Reviews; *Phonics; *Reading Failure; *Reading Instruction; Reading Programs; *Reading Research; Secondary Education; Special Needs Students
IDENTIFIERS- Reading Management

Research-based reading instruction could reduce recidivism and increase employment opportunity for incarcerated juvenile offenders. Reviews of the research literature provide ample evidence of the link between academic failure, delinquency, and reading failure. A re-examination of the research literature and interviews with reading instructors teaching juvenile offenders in correctional institutions in five states were undertaken to determine: whether sustained frustration (rather than academic failure) leads to delinquency; the extent to which reading failure is the cause of this frustration; and what steps must be taken to supplant current instructional practices with methods that can be validated by experimental research. The research revealed: (1) reading failure is most likely a cause, not just a correlate, for the frustration that results in delinquent behavior; (2) a high percentage of wards are unable to read or write what they can talk about and aurally comprehend; (3) a high percentage of wards are diagnosed as learning disabled with no evidence of neurological abnormalities; (4) handicapped readers are not receiving the type of instruction recommended by experimental research; and (5) reading teachers have been denied a working knowledge of instructional techniques that are most successful in preventing reading failure. Reading teachers need to acquire a knowledge of the alphabetic principles governing English spelling and become confident in using intensive, systematic phonics methods. (One hundred nine notes are included; a 41-item annotated bibliography of research supporting the intensive teaching of phonics is attached.) (Author/RS)

ED 361 667 CS 011 402

Stephens, Diane; And Others
Toward Understanding Teacher Change. Technical Report No 585.
PUB DATE- Oct 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beliefs; *Change; Classroom Research; Classroom Techniques; Elementary School Students; Grade 1; Primary Education; *Professional Development; Reading Teachers; *Teacher Attitudes
IDENTIFIERS- Contextual Thinking; *Reading Recovery Projects

To better understand teacher change, a study considered the classroom practices and beliefs of four teachers who were being trained as Reading Recovery teachers. The teachers were observed and interviewed over a 2-year period. Observations were elaborated as field notes; interviews were transcribed. A constant comparative method was used to identify patterns in the data. Findings suggest that teachers' beliefs and practices were embedded in and tied to broader contexts, and that, within these contexts, teachers held a succinct set of beliefs. Changes began as experiments, and teachers used their personal beliefs to determine whether something "worked." All four teachers tried similar practices and language, and there were both similarities and differences among the ideas they tried. Two of the teachers reorganized their belief systems based on a new, transformative belief they developed during the study. These findings suggest that teacher educators need to rethink the approaches they currently use for preservice and inservice education, as those approaches do not consistently take into consideration the complexity of the change process nor do they consider the contexts of teachers' professional lives. (Twenty references are attached; appendixes contain questions for an initial and a final interview with the teachers). (Author/NKA)

ED 361 706 CS 214 000

Hudelson, Sarah J., Ed.; Lindfors, Judith Wells, Ed.
Delicate Balances: Collaborative Research in Language Education.
PUB DATE- 93
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Case Studies; Classroom Research; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Language Arts; Personal Narratives; Research Methodology
IDENTIFIERS- *Collaborative Research; *Teacher Researcher Relationship

This book addresses the special demands, problems, challenges, and tensions of collaborative research. Following an introduction by the editors, the articles and their authors are: "Collaborative Research: More Questions Than Answers" (Carole Edelsky and Chris Boyd); "Interactive Writing on a Computer Network: A Teacher/Researcher Collaboration" (JoAnn Mackinson and Joy Kreeft Peyton); "Looking Together: Collaboration as an Inquiry Process" (Judith Buchanan and Katherine Schultz); "Learning and Teaching Together" (Leslie Mangiola and Lucinda Pease-Alvarez); "The Collected Letters of Two Collaborative Researchers" (Katharine Davies Samway and Dorothy Taylor); "Strengthening Individual Voices through Collaboration" (Linda K. Crafton and Carol Porter); "Learning To Do Research Together" (Donna E. Alvermann and others); and "Working It Out: Collaboration as Subject and Method" (Bob Fecho and Susan L. Lytle). (NKA)

ED 361 863 EA 025 240

Macmillan, Robert B.
Approaches to Leadership Succession: What Comes with Experience?
PUB DATE- Jun 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Ottawa, Ontario, Canada, June 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Educational Change; *Employment Experience; Leadership; *Occupational Mobility; *Principals; *Relocation; Secondary Education; Socialization

This paper presents findings of a study that examined the ways in which principals' succession practices change as they gain greater experience with entry into different school settings. "Succession" refers to principal transfers to new schools. Data were collected from interviews conducted with five secondary school principals and some of their staffs in two Canadian school districts. The principals were grouped into three categories according to individual career stage--new, midcareer, and senior. Senge's (1990) notion of "creative tension" is used to frame the experience of principals, suggesting that as individuals gain experience, current reality becomes more important and that creative tension (the gap between current reality and vision) eases. Findings indicate that as principals gained experience, they took less extensive risks than those taken by new principals and became better informed by previous practice. The senior principal retreated from risk taking and disengaged himself from innovation, leaving the role of visionary to a vice-principal. A conclusion is that experience with succession may influence the principal's desire to act as an impetus for change and as the developer of creative tension. Two figures are included. (LMI)

ED 361 549 CE 064 537

Low Income Family Resource Management. 1991-1992.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Budgeting; Consumer Education; *Credit (Finance); Decision Making; Economically Disadvantaged; *Energy Conservation; Family Financial Resources; Goal Orientation; *Home Management; Instructional Materials; Legal Problems; Loan Repayment; *Low Income Groups; *Money Management; Water Resources

Materials intended for use by adult members of low income families are provided for various topics related to low income family resource management. Types of materials included are check lists, questionnaires, planning charts, budgeting forms, informational handouts, and sample forms. These topics are covered: (1) goals, money values, budget basics; (2) household and food management techniques; (3) energy and water conservation; (4) payment plans, interest, savings; and (5)

ED 361 588 CE 064 607

Guglielmino, Lucy Madsen; Byran, Valerie C.
Workplace Literacy: A Resource Book.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Bureau of Adult/Community Education.
PUB DATE- 90
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; Annotated Bibliographies; Basic Skills; Demonstration Programs; Educational Trends; *Literacy Education; *Program Development; Program Implementation; State Programs; State Surveys; Statewide Planning; Teaching Methods
IDENTIFIERS- Florida; *Workplace Literacy

This resource book provides information on developing a workplace literacy program, descriptions of Florida Workplace Literacy Programs, and an annotated bibliography of resources. An introduction discusses the problem of basic skills deficiencies, projections that indicate the problem will increase, the Florida context, and benefits realized when literacy programs are offered on the job site. The rest of the manual is presented in three sections. The first of these provides a development model and describes each of the following steps: establish a joint planning and implementation team; develop preliminary program goals and target audiences; agree on the responsibilities of the partners; conduct a literacy audit; develop specific program objectives; design the curriculum; recruit participants; screen participants; select and train teachers; deliver instruction; and evaluate and provide feedback. Two sample programs are described. The next section reports data collected in a statewide survey of Florida literacy programs offered on the job site, beginning with an overview of survey results. The data consists of the following: breakdown by type of classes offered; summary by county, number of programs, and type; contributions made by business and industry; other providers of education below grade 12 on the job site; and counties currently planning workplace literacy programs. A directory of present and planned programs by county is presented. The third section is an annotated bibliography of 141 resources in the areas of trends and justifications for workplace literacy, model programs, resources, and teaching strategies. A workplace literacy fact sheet and the survey instrument are appended. (YLB)

ED 361 626 CG 025 021

Weyand, Tricia; And Others
A Communication and Lifeskills Training Group for At-Risk Students. Project Seed.
PUB DATE- Jul 93
NOTE- 7p.; For other titles in this series, see CG 025 019-026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *High Risk Students; *Interpersonal Communication; *Interpersonal Competence; Junior High Schools; *Junior High School Students; *Self Esteem

One of eight papers from Project Seed, this paper describes a communication and lifeskills training group designed to strengthen student self-esteem and the communication skills needed to successfully survive within the school environment. The project described was developed through the collaboration of a behavioral teacher and a school guidance counselor in an attempt to help seventh- and eighth-grade students having behavior difficulties in their struggle to learn critical communication skills. Program goals and anticipated outcomes of the weekly meetings are described. Procedures and instructions are provided in six steps: (1) identify the at-risk students; (2) provide a safe and consistent meeting place for students; (3) set clear and specific group rules; (4) start the group slowly with non-threatening activities; (5) be prepared to repeat material often; and (6) use resources and choose activities that seem appropriate to the mood of the group. Resources for use in the program are described and the project cost is estimated to amount to about $100 for the first year. (NB)

ED 361 687 CS 213 906

Hall, Anne-Marie

Troping through the Mire: Language of the Multicultural Curricula Debate.

PUB DATE- 1 Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Curriculum Design; Higher Education; Imagery; Interdisciplinary Approach; Language Role; *Metaphors; *Multicultural Education
IDENTIFIERS- Educational Issues

Multiculturalism (like crossculturalism and transculturalism) is an emergent, interdisciplinary concept--one that is rife with images. The metaphoric language of "why" (embrace multiculturalism) is filled with arguments for or against multiculturalism paired with problems and burdens, coupled with disease, and most frequently, troped as war (for example "academic death squads," "generals," and "fire-breathing faculty"). The metaphors describing multicultural curricula are more varied than those of the debate for or against it. They include metaphors of body, nature, food, property, architecture, and motion. Because multiculturalism has no referent, to work toward defining it involves considering what it is not. It is not a solution; it is a strategy for change. It is a capacity, an emergent interdisciplinary concept that will be invented and defined in terms of what it is, what it is not, and how a multicultural curriculum might look. (NH)

ED 361 726 CS 214 021

Neumayr, Sharon
American Literature Activities Kit: Ready-To-Use Worksheets for Secondary Students.
PUB DATE- 92
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Critical Thinking; Interdisciplinary Approach; *Literary Devices; Literature Appreciation; Secondary Education; *United States History; *United States Literature; Vocabulary Development; Writing Skills
IDENTIFIERS- Historical Background

American literature is brought to life for Secondary students (grades 9-12) through this book which presents over 145 ready-to-use, interdisciplinary activities--for use with any American literature curriculum. The activities aim to improve writing skills, encourage critical thinking and literary analysis, and build vocabulary. Flexible enough for use with a variety of interest and ability levels, the activities in the book are organized into seven chronological sections--from colonial times to the present: (1) The Colonial Era, 1492-1760 (Columbus to Franklin); (2) The Revolution, 1760-1800 (Franklin to Paine); (3) a New Literature, 1800-1840 (Irving to Poe); (4) Independence in Literature, 1840-1870 (Emerson to Alcott); (5) Realism and Naturalism, 1870-1916 (Twain to Masters); (6) Social Change, 1917-1945 (Sandburg to Wright); (7) Into the Future, 1946-present (Williams to Angelou). The book includes a list of skills taught for each lesson, background information for the teacher for each activity, complete answer keys, projects for extended learning, a reproducible historical chronology of the time period studied, and bibliographies of further reading for each section. A list of suggested authors for each section and an index of literary terms are attached. (RS)

ED 361 765 CS 508 276

Bourland, Pamela G.
Designing a Public Relations Degree--The Data and the Dividends.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Degrees (Academic); Higher Education; Models; Needs Assessment; Program Content; *Program Development; *Program Evaluation; *Public Relations
IDENTIFIERS- Future Markets

With constant changes taking place in the practice of public relations, evaluation and modification are requisite to maintaining a competitive degree program with competitive graduates. Whether a program is in the process of being developed or is being evaluated for certification or reaccreditation, it is critical to look to current and future needs rather than simply review and compare the program against those at other institutions. The RACE formula (Research, Action, Communication, and Evaluation) provides the criteria necessary for creating and/or developing a public relations degree program. Primary research consisting of surveys of practitioners, students, and existing faculty will provide the data base necessary to generate a plan and will also meet regents' requirements. During the Action stage, survey results and data from similar programs can be used to establish specific requirements. An advisory board is valuable at this point to ensure currentness of the program and the board can serve to integrate practitioners and academians in the educational process. The Communication/Evaluation stages encompass the implementation of the program and the monitoring of its continued usefulness and appropriateness. A beneficial public relations degree program must be future-based, integrate professors and professionals, and should be based on an interdisciplinary approach. The RACE formula creates the data and produces the dividends necessary to create such a program. (NH)

ED 361 785 CS 508 297

Murray, Martin G.; Peterson, Trudie K.
Diversity in the Classroom: Gender Related Examples.
PUB DATE- 15 Apr 93
NOTE- 14p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Classroom Communication; Classroom Research; Communication Research; Graduate Students; Higher Education; *Sex Differences; *Sexism in Language; Social Bias; *Teacher Behavior; Teaching Assistants
IDENTIFIERS- *Communication Patterns; Diversity (Student)

To explore the possibility that the gender make-up of a class may predict the gender specificity of the language used by instructors, a study examined Graduate Teaching Assistants (GTA) and the number of gender examples they used. Subjects were eight graduate teaching assistants instructing a basic speech communication course and seven GTAs teaching a basic history course. In the basic communication courses there were approximately 260 students while there were 230 students enrolled in the history course. The number of gender-specific examples used by GTAs was recorded for each class and this number was compared with the gender make-up of each specific class. Three 2-way analysis of variance were conducted to examine the difference in examples used by male or female GTAs in classes which were predominately male or female. Results indicated that GTAs adapt their examples to the classroom gender majority. (Four tables of data are included.) Contains 18 references. (NH)

ED 361 805 CS 508 317

Pashupati, Kartik
The Camel Controversy: Same Beast, Different Viewpoints. A Position Paper.
PUB DATE- Aug 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advertising; *Audience Awareness; Children; Elementary Secondary Education; Freedom of Speech; Health Education; *Mass Media Effects; Media Research; Merchandising; Smoking
IDENTIFIERS- *Advertising Effectiveness; First Amendment; *Joe Camel

A coalition of health groups wants the R. J. Reynolds Tobacco Company (RJR) to discontinue the use of the Joe Camel cartoon character in its cigarette advertisements. RJR has denied the findings of the three studies published in the "Journal of the American Medical Association" and cited by the health groups--these studies contend that these ads lead children and adolescents to smoke. The controversy can be viewed from three perspectives: (1) the regulatory perspective of the Federal Trade Commission; (2) the perspective of the advertiser, with emphasis on First Amendment rights; and (3) the advertising strategy perspective. RJR's decision to use Joe Camel as a mascot for its cigarettes is defensible from the viewpoint of both the First Amendment rights of the advertiser and the marketing communication viewpoint. However, the adoption of an extremely defensive stance by the marketer is not likely to earn the company much goodwill from consumers or lawmakers. It is concluded that since RJR claims that it is not interested in targeting children and teenagers with its marketing efforts, it should have little hesitancy about using the charismatic charms of Joe Camel in an intensive media campaign advising teenagers and young adults of the negative consequences of cigarette smoking. (Contains 37 references.) (Author/RS)

ED 361 825 CS 508 340

Andersen, Peter A.
Excessive Intimacy: An Account Analysis of Behaviors, Cognitive Schemata, Affect, and Relational Outcomes.
PUB DATE- Jul 92
NOTE- 39p.; Paper presented at the International Conference on Personal Relationships (6th, Orono, ME, July 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Interpersonal Communication; Interpersonal Relationship; *Intimacy; Self Disclosure (Individuals); *Sex Differences; Sexual Harassment
IDENTIFIERS- Communication Behavior

A study used a qualitative account analysis of excessively intimate encounters to investigate behaviors commonly described by male and female receivers, cognitive schemata invoked to explain why the intimacy was excessive, and the effect of the excessively intimate episode on the relationship. Subjects, 86 female and 37 male students enrolled in communication classes at a large public university in the southwestern United States, completed a survey asking for demographic information and written descriptions of excessively intimate encounters. Results indicated a huge variety of verbal and nonverbal behaviors were perceived as excessively intimate by both genders, and that no significant sex differences were found in unwanted intimacy behaviors. Results also indicated that, overwhelmingly, relational schemata were employed as explanations as to why the episode was perceived as excessively intimate. Personal traits and reward valence or attraction were also provided as common explanations. Excess intimacy typically had negative effects on the relationship with relational termination being the most likely outcome. Findings suggest that, to avoid charges of sexual harassment: interactants should be reasonable and cautious regarding excessive touch in all forms, excessive physical closeness, verbal behavior, and excessive eye contact; careful assessment of the relationship state is essential to avoid perceptions of sexual harassment; and unwanted intimacy in any relationship is resented, labelled negatively, and rarely produces increased closeness. Findings also provide support for cognitive valence theory. (Five tables of data are included; 24 references and a diagram of the cognitive valence theory are attached.) (RS)

ED 361 843 EA 025 213

Peca, Kathy
Chaos Theory: A Scientific Basis for Alternative Research Methods in Educational Administration.
PUB DATE- Apr 92
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; *Educational Theories; Elementary Secondary Education; Epistemology; Higher Education; *Phenomenology; Qualitative Research; *Research Methodology; Research Problems; *Social Theories; Systems Approach
IDENTIFIERS- *Chaos Theory; *Ethnomethodology

This paper has three purposes. First, it places in scientific perspective the growing acceptance in educational administration research of alternative methods to empiricism by an explication of chaos theory and its assumptions. Second, it demonstrates that chaos theory provides a scientific basis for investigation of complex qualitative variables by focusing on individual and peculiar properties of a system. Finally, it synthesizes the major assumptions of ethnomethodology and phenomenology that have been applied to educational administration and shows how these assumptions and the assumptions of chaos theory are compatible. It also demonstrates how chaos theory thus provides a scientific basis, but not justification, for alternative means of looking at reality. (LMI)

ED 361 924 EC 302 391

Coughlin, Pamela; Perry, Deborah
National Policy on Children and Families. Policy Paper.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Health and Human Services, Washington, D.C.
PUB DATE- 93
NOTE- 7p.; A product of the Center for Child Health and Mental Health Policy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Children; Cooperative Programs; *Delivery Systems; *Disabilities; Elementary Secondary Education; *Family Programs; *Federal Programs; Policy Formation; *Public Policy; State Programs

Years of categorical funding have led to fragmented service delivery systems related to children and families. States have had to devise mechanisms to coordinate the variety of funding streams which finance the array of children's programs. Creation of a single focal point for children's policy at the national level is recommended. Attempts to consolidate oversight and administration of programs related to children have resulted in the creation of the Administration for Children and Families (ACF), but some children's programs are administered outside of ACF. In addition, an array of Congressional committees has oversight over children's programs. There is no system in place to coordinate program policy or research funding. State efforts to overcome the lack of coordination include Maryland's Children's Cabinet and Indiana's Step Ahead Panel. The mission of the Federal Interagency Coordinating Council (FICC), which was formally established to coordinate federal programs and policies for children with disabilities, could be modified to consider policies and programs related to all children and families. Membership of the FICC could be expanded to include the business community and private foundations, and the expanded FICC could report to a newly created Office for Children in the White House. The FICC could be charged with drafting a National Policy for Children. Broadening the focus of the FICC would provide an opportunity for children and families to benefit from true interagency collaboration at the federal level for all child and family services. (JDD)

ED 361 512 CE 064 450

Nelson, Orville
Conceptual Framework for Revising the Secondary Vocational Education Program Evaluation System. Final Report.
SPONS. AGENCY- Wisconsin State Council on Vocational Education, Madison.
PUB DATE- 30 Jun 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Discussion Groups; *Educational Assessment; Evaluation Criteria; Evaluation Methods; *Evaluation Needs; High Schools; Models; Needs Assessment; Program Evaluation; State Surveys; *Statewide Planning; *Systems Approach; Teacher Attitudes; *Vocational Education
IDENTIFIERS- Total Quality Management; *Wisconsin

The research project described in this paper was conducted for three purposes: (1) to identify the program evaluation needs of secondary vocational educators in Wisconsin; (2) to identify those components of the state's previous evaluation system that educators wanted to keep; and (3) to develop a conceptual framework for revising Wisconsin's secondary vocational education program evaluation system. Input sessions with Wisconsin vocational educators were held in Menomonie, Madison, Appleton, and Wausau. A total of 34 educators participated. The suggestions from each input session were incorporated into a survey form that was mailed to everyone who signed up for a session. The survey respondents recommended that the self-evaluation, onsite review, and evaluator training components of Wisconsin's previous vocational education evaluation system be retained. They also indicated a need for more flexibility in the evaluation process, additional emphasis on evaluating local plans, and expansion of the evaluation process to include the school-to-work transition program. The conceptual framework developed incorporated systems and total quality management concepts and gave local school districts greater flexibility in selecting evaluation team members and evaluation techniques. (Appended are summaries of the four input sessions, a sample survey form, and lists of the input session and project advisory committee members.) (MN)

ED 361 531 CE 064 493

Groff, Warren H.

Toward the 21st Century: Preparing Proactive Visionary Transformational Leaders for Building Learning Communities. Human Resource Development. Summer 1993.

PUB DATE- 93

NOTE- 174p.; For earlier collections of materials pertaining to the same seminar, see ED 272 247, ED 290 860, ED 319 882, ED 335 519, ED 351 499, ED 352 126, and ED 359 412.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Critical Thinking; Doctoral Programs; Educational Innovation; *Foreign Students; Futures (of Society); Higher Education; *Labor Force Development; Leadership Training; *Nontraditional Education; Productive Thinking; Research Projects; Rural Areas; Science and Society; Seminars; *Strategic Planning; *Summer Programs; *Technological Advancement; Technology

IDENTIFIERS- *Nova University FL

This package includes a description of Nova University's Human Resource Development (HRD) core seminar and materials from the International Cluster. The first section presents the rationale for HRD as learning to learn becomes the critical technology in an era of global competition and accelerating modernization. An overview of Nova's core HRD seminars is followed by a description of the International Cluster HRD, started for foreign students and persons living in remote areas. The format consists of two seminars prior to the summer institute; its goal is the development of high performance learners and leaders. A 24-item bibliography is followed by seven appendices: (1) seminar student instructions and assignments; (2) HRD visions and action plans; (3) preferences for scenario and action plan development; (4) vision and action plan for "Science, Technology, and Society" by Madeleine Friedman; (5) explanation of Nova's electronic library; (6) list of student practicum papers and abstracts of seven major applied research projects; and (7) a networking session, "Science and Technology: Impact on Workplaces and Workforces." (YLB)

legal issues. (YLB)

ED 361 550 CE 064 539

Integration of Basic Skills into Vocational Education: Expert Systems in Electronics Technology. Vocational Education Research.

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
PUB DATE- Jun 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Computer Assisted Instruction; *Educational Research; *Electronics; *Expert Systems; Integrated Curriculum; Postsecondary Education; *Problem Solving; Reinforcement; Secondary Education; *Technology Education; Vocational Education

A student who plans to enter the field of technology education must be especially motivated to incorporate computer technology into the theories of learning. Evaluation prior to the learning process establishes a frame of reference for students. After preparing students with the basic concepts of resistors and the mental tools, the expert system should be introduced. Specifically, expert systems are computer programs that encode the knowledge of an expert and replay this information to the novice. An emerging area of expert systems is in education. Building expert systems in education consists of five interdependent activities: identification, conceptualization, formalization, implementation, and testing. Expert systems contain the knowledge of a well defined but narrow field. Integrating basic skills in technology education, specifically, component identification in electronics technology, fits the criterion for expert systems. An expert system works by asking an end-user a number of questions to help pinpoint a problem by narrowing down the answers. These questions are created by an expert in the specific field of resistor identification. In one project, the expert system has been developed on MicroExpert, an expert system shell produced by McGraw Hill. (Appendixes include 13 references, listing of the expert system, and reproductions of actual screens on the computer when the MicroExpert program is executed.) (YLB)

ED 361 569 CE 064 571

Manufacturing Technology Continuation Project--FY 92. Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 92

NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Associate Degrees; Bachelors Degrees; *College School Cooperation; Cooperative Programs; Coordination; *Curriculum Development; Educational Cooperation; Education Work Relationship; Higher Education; High Schools; Institutional Cooperation; Integrated Curriculum; Job Skills; Machinists; *Manufacturing; *Metal Working; Occupational Information; Program Implementation; *Technology Education; Two Year Colleges
IDENTIFIERS- City Colleges of Chicago IL; Tech Prep

A project to identify metalworking subsectors (multiple spindle screw machining and gears machining) for inclusion in the Manufacturing Technology Preparation Program is the subject of this report. The project accomplished the following: developed five courses in multiple spindle, secured large donations of equipment and tooling, established a core curriculum, planned inservice, developed a plan for faculty involvement in curriculum development, established entrance and exit criteria, obtained Illinois Board of Higher Education and Illinois Community College Board program approval, established supportive services for students, provided opportunities for faculty participation in industry internships, and established a plan for work-based learning experiences and mentor recruitment. Extensive appendixes include the City Colleges of Chicago board report on building renovation, Business Sector Organizing Committee minutes showing their involvement, renovation specifications, responsibilities of Director of Manufacturing Technology, report of faculty tour of multiple spindle machining facilities, recommendations for nine academic courses in the proposed Associate in Applied Science Degree, enrollment data, demographics, minutes of Articulation Planning Committee meetings, proposal to offer a bachelor's degree program in manufacturing technology, program approvals, marketing kit, review of gear manufacturing courses by industry representatives, and work-based training menu for sponsors. (YLB)

S.674, The Sensible Advertising and Family Education Act. Hearing before the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Third Congress, First Session.

PUB DATE- 13 May 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Advertising; *Alcohol Abuse; *Alcoholic Beverages; *Consumer Education; *Drinking; Health Education; Hearings; *Mass Media Effects
IDENTIFIERS- Congress 103rd; Proposed Legislation

This Congressional hearing discusses legislation that would require health warnings to be included in advertisements of alcoholic beverages. Opening statements are included from Senators Hollings, Burns, Danforth, Thurmond, and Simon, and from Representative Kennedy. Testimony is included from two panels of witnesses, whose members include: (1) Dean Smith, University of North Carolina; (2) Joseph Wright, Children's National Medical Center; (3) Michael Dorris, parent of a child born with fetal alcohol syndrome; (4) Joyce Brune, mother whose daughter died from alcohol poisoning; (5) Lawrence Wallack, Director of Public Health, School of Public Health, University of California at Berkeley; (6) Steven Shiffrin, law professor, Cornell University Law School; (7) Edward Fritts, president and chief executive officer, National Association of Broadcasters; (8) Jeffrey Becker, vice-president, Alcohol Issues, Beer Institute; (9) Fred Meister, president and chief executive officer, Distilled Spirits Council of the United States; (10) Robert Koch, vice-president, Federal Government Relations, Wine Institute; (11) Burt Neuborne, professor, New York University School of Law; and (12) Martin Block, Integrated Marketing Communications. Prepared statements and relevant materials are appended. (NB)

ED 361 668		CS 011 403

Bottomley, Diane; Osborn, Jean
Implementing Reciprocal Teaching with Fourth- and Fifth-Grade Students in Content Area Reading. Technical Report No. 586.
PUB DATE- Oct 93
NOTE- 27p.; Material in Appendix B may not be completely legible due to small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Classroom Techniques; *Content Area Reading; Elementary School Students; Grade 4; Grade 5; Intermediate Grades; Reading Comprehension; *Reciprocal Teaching; Teacher Effectiveness; Teacher Evaluation; *Teaching Methods

A study was conducted to examine the implementation of reciprocal teaching with fourth- and fifth-grade students as they read their social studies and science textbooks. A distinctive feature of the study was that reciprocal teaching procedures were used in a whole-class, rather than a small-group instructional setting. Three teachers and 67 students participated in the study. Observations revealed that as reciprocal teaching instruction proceeded, more responsibility for initiating and sustaining discussion was transferred from the teachers to the students. After 20 days most of the reciprocal teaching procedures were implemented flexibly and in an appropriate manner. A variety of assessment measures were administered at intervals throughout the study to evaluate the effects of the procedure on students' comprehension. (A table of data and three figures are included; 14 references and appendixes contain scoring keys for strategy measures are attached.) (NKA)

ED 361 707 CS 214 001

Kinkead, Joyce A., Ed.; Harris, Jeanette G., Ed.
Writing Centers in Context: Twelve Case Studies.
PUB DATE- 93
NOTE- 301p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; College Students; Computer Assisted Instruction; Context Effect; Higher Education; Instructional Effectiveness; Models; Profiles; Student Needs; *Writing Instruction; *Writing Laboratories; Writing Research
IDENTIFIERS- Computer Mediated Communication

This book profiles 12 writing centers that function effectively on their college and university campuses. Following an introduction that provides an overview and suggests ways the book can be used, the centers are examined in detail in the following chapters: (1) "A Multiservice Writing Lab in a Multiversity: The Purdue University Writing Lab" (Muriel Harris); (2) "The Writing Center at Medgar Evers College: Responding to the Winds of Change" (Brenda M. Greene); (3) "The Writing Centers at the University of Toledo: An Experiment in Collaboration" (Joan A Mullin and Luanne Momenee); (4) "The Lehigh University Writing Center: Creating a Community of Writers" (Edward Lotto); (5) "The Writing Center at the University of Southern California: Couches, Carrels, Computers, and Conversation" (Irene L. Clark); (6) "The Writing Center at Harvard University: A Student Centered Resource" (Linda Simon); (7) "The Writing Center at the University of Puget Sound: The Center of Academic Life" (Julie Neff); (8) "Establishing a Writing Center for the Community: Johnson County Community College" (Ellen Mohr); (9) "Redefining Authority: Multicultural Students and Tutors at the Educational Opportunity Program Writing Center at the University of Washington" (Gail Y. Okawa); (10) "The Land-Grant Context: Utah State University's Writing Center" (Joyce A. Kinkead); (11) "Taking Tutoring on the Road: Utah State University's Rhetoric Associates Program" (Joyce A. Kinkead); and (12) "Moving toward an Electronic Writing Center at Colorado State University" (Dawn Rodrigues and Kathleen Kiefer). The book concludes with two items by Joyce A. Kinkead, an epilogue and an additional article, "The Scholarly Context: A Look at Themes," which offers information on some of the uses of writing labs. (NKA)

ED 361 884   EA 025 271

Cole, Ardra L.
Problems and Paradoxes in Beginning Teacher Support: Issues
  Concerning School Administrators.
PUB DATE- Apr 93
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; Interprofessional Relationship; Professional Development; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Ontario

Findings of a study that examined the school administrator's role in the induction and support of beginning teachers are presented in this paper. Conducted in a school district in southwestern Ontario, Canada, data were derived from interviews with 4 principals who volunteered to develop school-based induction programs in their schools and from focus group discussions with a total of 23 elementary and secondary school principals and vice-principals. The following issues of concern related to teacher induction emerged: (1) balancing the conflicting roles of teacher supporter and evaluator; (2) treading the fine line between development and intervention; (3) encouraging openness while respecting individuality and individualism; (4) responding to the professional development needs of all teaching staff; (5) assisting and supporting new teachers within bureaucratic structures; (6) obtaining guidance and support; and (7) dealing with new teachers' preparedness to teach. Solutions used by administrators are described, some of which included emphasizing teacher-directed development and changing professional interaction norms. Other suggestions are to: improve collaboration between preservice teacher education goals and institutional goals; strengthen the school/district office relationship; and implement more holistic, growth-oriented evaluation policies. (Contains 77 references.) (LMI)

ED 361 904 EA 025 300

Maurer, Richard E.
Designing Interdisciplinary Curriculum in Middle, Junior High, and High Schools.
PUB DATE- 94
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum; *Curriculum Design; *Curriculum Development; *Educational Cooperation; High Schools; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; Program Implementation; Secondary Education

Issues in and suggestions for designing and implementing an interdisciplinary or integrated curriculum are discussed in this book. The first section reviews current research concerning interdisciplinary curriculum. Chapter 1 describes various types and purposes of such curriculum, and chapter 2 presents a step-by-step process for designing interdisciplinary curriculum. The third chapter describes the role of teachers working as teams. Section 2 contains 23 examples of successful interdisciplinary curricula that can be used in middle or junior high schools, and section 3 presents 19 interdisciplinary curricula at the high-school level. Contact information is provided for each school. The fourth section deals with issues related to implementation, assessment, and the future of the interdisciplinary curriculum. Appendices contain model sequences for curriculum design, a list of nationally recognized schools, and a description of the Blue Ribbon Schools program. (LMI)

ED 361 475 CE 064 340

The Business Guide to Publicly-Funded Training and Employment Programs.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business; *Employment Programs; Federal Aid; *Federal Programs; *Job Training; Labor Force Development; Postsecondary Education; *Resources; *State Programs
IDENTIFIERS- Adult Education Act; Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982

This guide provides information on the following topics: services available to help businesses recruit, train, and hire qualified workers; publicly funded programs that provide these services; and where businesses can get more information and help to take advantage of these services. The guide describes many training and employment programs funded by the federal government and by state governments. Programs described in the guide are as follows: the Job Training Partnership Act, the U.S. Employment Service, the Adult Education Act, the National Rehabilitation Act, the Job Opportunities and Basic Skills program, and various state-operated and funded training and employment programs. The booklet is divided into two sections and six appendices. The first section highlights nine publicly funded employment and training services available to businesses, providing general information about the programs and an example of how a company has used the services. The first section also contains a checklist designed to help businesses quickly determine which publicly funded program provides each of the services described. The second section provides additional information about all the programs and contains federal, state, and local agency contact information and program directories that businesses can use to access local programs. Six appendixes include the following: (1) an employer checklist; (2) a resource directory; (3) a list of Employment and Training Administration regional offices; (4) a list of National Alliance of Business regional service offices; (5) information on the National Alliance of Business services for employers; and (6) a bibliography citing 37 resources. (KC)

ED 361 647 CS 011 381

Smith, Michael S.

Manifesting a Whole Language Perspective: Novice Teachers in Action.

PUB DATE- Mar 92
NOTE- 27p.; Paper presented at the "Creating the Quality School" Conference (Norman, OK, March 30-April 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Education; Elementary School Teachers; Reading Research; *Student Teacher Attitudes; Student Teachers; *Teacher Behavior; Teacher Education; Teacher Role; *Whole Language Approach
IDENTIFIERS- Interpretive Research; Reflective Teaching

An interpretive field study examined how beginning teachers with a whole language perspective went about manifesting their beliefs. Using the methods of purposeful sampling, four student teachers who were both committed and knowledgeable concerning the tenets of whole language were observed and interviewed during the student teaching experience. Results indicated that each of the student teachers maintained her whole language philosophy. Five categories emerged depicting the beliefs and teaching practices of these student teachers: (1) existing school practices; (2) knowledge and learning; (3) curriculum; (4) concept of teacher; and (5) concept of student. Findings suggest that the student teachers' beliefs and teaching practices matched very closely with the dimensions outlined by those calling for reflective teaching and that teacher preparation programs interested in developing reflection in future teachers might consider whole language philosophy. (Contains 30 references.) (Author/RS)

ED 361 746 CS 214 041

Bizzaro, Patrick
Responding to Student Poems: Applications of Critical Theory.
PUB DATE- 93
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Literary Criticism; *Poetry; Reader Response; Secondary Education; Student Evaluation; *Teacher Response; Teacher Role; *Writing Evaluation
IDENTIFIERS- Author Text Relationship; Composition Theory; Deconstruction; Feminist Criticism; New Criticism; Text Factors

Urging teachers of poetry writing to better understand themselves as writers and readers, this book "interrogates" a strategy teachers might employ in reading and evaluating student poems. A thoughtful study of a teacher is presented while in the process of evaluating student poetry through the lenses of four different contemporary critical theories: New Criticism, reader-response criticism, deconstruction, and feminist criticism. Chapters in the book are: (1) Literary Theory, Composition Theory, and the Reading of Poetry Writing; (2) The Teacher as Writer, Reader, and Editor; (3) The Authority of the Text: Some Applications of the New Criticism; (4) Interaction and Assessment: Some Applications of Reader-Response Criticism; (5) Intentional and Unintentional Exclusions: Some Applications of Deconstruction; (6) On Becoming a "Resisting Reader": Some Applications of Feminist Criticism; (7) Reading the Course in Poetry Writing: Preparing Students for the Workshop; (8) Grading Student Poems: Adaptations of the New Criticism and Reader-Response Criticism; and (9) The Teacher's Many Selves: Negotiating the Course in Poetry Writing. (Contains 149 references.) (RS)

ED 361 786 CS 508 298

Boatman, Sara A.
Reframing an Interpersonal Communication Course: Influences of the Hope Conference Seminar.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Descriptions; *Faculty Development; Higher Education; *Interpersonal Communication; *Introductory Courses; Seminars; Speech Communication; Teaching Methods; Undergraduate Students
IDENTIFIERS- Applied Communication; *Course Development; Hope College MI

The 1992 Hope College (Michigan) Interpersonal Communications Seminar provided a basis from which participants could examine the scope of interpersonal communication as a "practical discipline." Discussions focused on the constructivist perspective wherein persons approach the world through interpersonal processes which then channel their behavior in various ways. A second theme considered the ability of communication teachers to empower students to communicate ethically and for the common good. Knowledge gained at the seminar provided a helpful interaction framework for a basic course in interpersonal communication, with an emphasis on messages, and the social construction of relationships and their competent accomplishment. Faculty development experiences such as the Hope Conference help communication teachers make good choices about how to manage the "knowledge explosion" as well as develop frameworks to enhance understanding and develop competent practices. Contains 19 references. (NH)

ED 361 844 EA 025 214

Osterman, Karen F.; And Others
New Principals: Problems, Priorities, and Preparation.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Instructional Leadership; *Leadership; Organizational Change; *Principals; *Professional Development; Staff Orientation
IDENTIFIERS- *New York City Board of Education

Findings of the first phase of a longitudinal study that developed a descriptive profile of new principals in New York City are presented in this paper. A survey of 216 newly appointed principals in New York City elicited 158 responses, a 73 percent response rate. Findings indicate that despite the emphasis on aspects of transformational leadership, the new principals' conceptions of their roles appear to be traditional: they view themselves as instructional leaders; give more attention to general managerial roles; and resist sharing authority. Within the district framework, the new principals see themselves as subordinates who have little autonomy and are expected to be compliant. They view bureaucratic obstacles as outside their control and lack strategies for dealing with obstacles that directly impact their performance. Given these findings, it seems unlikely that even those who espouse transformational leadership will be able to implement transformational-leadership strategies without additional district support. If superintendents want principals to act as change agents, they must convey those expectations clearly and provide principals with the authority, autonomy, and resources necessary to exercise leadership. (Contains 26 references.) (LMI)

ED 361 864 EA 025 241

Cohen, Rosetta Marantz
The Ordeal of Change: An Ethnographic Study of High School Reform.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; *Educational Change; *Educational Cooperation; Educational Innovation; Ethnography; Higher Education; High Schools; Interprofessional Relationship; *Organizational Change; *Program Implementation; Resistance to Change
IDENTIFIERS- Quest Program MA

This paper describes the development and implementation of a collaborative, interdisciplinary curriculum program, the Quest program. Implemented at a suburban New England high school, the program was loosely based on the tenets of the Coalition of Essential Schools. Ethnographical methodology included document analysis, participant observation, and interviews with participating teachers and students. After 1 year, several lessons about school change and collaboration were learned. First, the successes were accompanied by setbacks. Second, the experience highlighted the centrality of interpersonal issues; conflict abounded between the Quest teachers and college faculty. Third, if research is an agenda for a collaborating party, it undermines the true meaning of collaboration. Fourth, teachers need released time and support if they are to remain committed. Fifth, goals must be clearly defined. Overall, the findings demonstrate the slow, often painful nature of organizational change. (LMI)

ED 361 494 CE 064 423

Janney-Pace, Priscilla; And Others
Workplace Literacy Skills and Training Inventory.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 93
NOTE- 51p.; For a related tutor training manual, see CE 064 422.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Competence; *Employer Attitudes; Employer Employee Relationship; Job Skills; *Literacy Education; *Needs Assessment; Surveys
IDENTIFIERS- Ohio (Greene County); *Workplace Literacy; *Workplace Literacy Skills and Training Inventory

The Workplace Literacy Skills and Training Inventory was created as a needs assessment instrument to determine existing programs and services and current needs at workplace sites. Subjects were 64 representatives from businesses in Greene County, Ohio, randomly selected from the yellow pages. The framework for the inventory consisted of 16 skills identified as essential to employers. Three skills were added--computer, technical, and total quality management. Twenty-six surveys were completed. Four skills--knowing how to learn, basic reading, listening, and oral communication--were rated as important by 100 percent of subjects. The majority rated the remaining skills as important. All 26 believed only one skill, basic reading, was mastered. Relatively few businesses were providing or planned to provide training for these workplace literacy skills. Results of the Yates corrected chi-square analyses for each skill indicated that businesses do not provide training for a skill simply because they believed it important. The majority relied on inhouse providers for training. Upper management determined training content in 16 businesses. Twenty indicated lack of time was a possible constraint to training, eight identified lack of money, and six identified unavailability of type of training wanted. (Twenty-six tables are provided. Appendixes include the inventory, skill definitions, and 12 references.) (YLB)

ED 361 627 CG 025 022

Muto, Donna; Wilk, Jan

Managing Stress. Project Seed.

PUB DATE- Jul 93
NOTE- 19p.; For other titles in this series, see CG 025 019-026. Some pages contain semi-legible print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Coping; *Grade 10; High Schools; High School Students; *Stress Management; Stress Variables; Student Problems; Teacher Role; Workshops

One of eight papers from Project Seed, this paper describes a stress management project undertaken with high school sophomores. Managing Stress is described as an interactive workshop that offers young people an opportunity to examine specific areas of stress in their lives and to learn effective ways to deal with them. The program described consists of a 90-minute session that was incorporated into the 10th-grade health curriculum, but the program has been adapted for use with other populations as well. Four project goals are enumerated: (1) to learn to define stress; (2) to examine some causes of stress in one's life; (3) to describe the effects of stress on overall health; and (4) to demonstrate productive methods of managing stress. Resources needed to implement the program are discussed, and procedures and instructions are given in six steps. Materials to be used in the workshop are included at the end of the paper. (NB)

ED 361 688 CS 213 954

Brand, Alice, G., Comp.; Graves, Dick, Comp.
Notes from Beyond the Cognitive Domain.
PUB DATE- 31 Mar 93
NOTE- 24p.; Summary of the Preconvention Workshop "Beyond the
  Cognitive Domain: Frontiers in the Teaching and Learning of
  Writing" presented at the Annual Meeting of The Conference in
  College Composition and Communication (44th, San Diego, CA,
  March 31-April 3, 1993). For the 1992 "Notes," see ED 347 557.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Dance; Higher Education;
  Meditation; Writing Exercises; *Writing Instruction; *Writing
  Research
IDENTIFIERS- *Interactive Teaching; Writing Contexts

This collection of materials, a summary of a workshop, is in four parts. The first part lists participants in the workshop and their addresses. The second part presents a recorder's summary of statements made by six participants in a panel presentation on "What Is the Domain Beyond?" The third section gives brief accounts of three interactive presentations which took place at the workshop: on exploring personal river archetypes through writing (given by Susan Becker); the interaction between dance and writing (given by Susan Engman); and on meditation and writing (given by Don Gallehr). The fourth section presents a summary of a panel presentation entitled "Research beyond the Cognitive Domain." (SR)

ED 361 727 CS 214 022

Tripp, Bernell E.
Mary Miles Bibb: Education and Moral Improvement in the "Voice of the Fugitive."
PUB DATE- Aug 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Black History; Educational Finance; Foreign Countries; *Journalism History; *Newspapers; *Role of Education; *Sex Role; Slavery
IDENTIFIERS- Canada; Fugitive Slave Act 1850

An ardent antislavery supporter and teacher, Mary Elizabeth Miles Bibb (c.1820-1877) knew the significance of an education and the purpose it would serve, in the classroom and in the newsroom, in establishing a better life for blacks prior to the Civil War. In 1847, her antislavery involvement allowed her to meet her future husband, Henry Bibb, who became well known throughout the United States and Canada as a primary participant in the antislavery movement. The Bibbs joined thousands of blacks who escaped to Canada in the wake of the Fugitive Slave Act of 1850. Mary solicited funds from American abolitionists to start a school, and Henry raised money to start a newspaper, the "Voice of the Fugitive," which appealed to fugitive slaves who found sanctuary in Canada. Education was a recurring topic in the "Voice," probably due to Mary's influence. Henry Bibb went on several extended antislavery lecture tours, leaving Mary to oversee all the operations of the newspaper. Mary used the guise of the editor to speak out on issues of moral elevation, religion, education, the influence of the church, slavery, and food and shelter for newly arrived fugitives. Financial trouble plagued the "Fugitive," and when the offices burned in October 1853, the paper suspended publication. Henry Bibb died in 1854, and Mary moved to Windsor, established another private school, and eventually married Isaac N. Cary, who shared her enthusiasm for moral and social causes. While given little credit for her activities on the "Voice," Mary Bibb Cary significantly influenced the role the newspaper played in shaping the lives of black society in the U.S. and Canada. Promoting education as vital to black freedom and well-being, she used her own education to speak out at a time when women were expected to remain silent and so opened doors for both women and blacks that might otherwise have remained closed. (Eighty-one notes are included.) (RS)

ED 361 766 CS 508 277

Spirek, Melissa M.; Sparks, Glenn G.
The Impact of Children's Coping Style on Emotional Reactions to a Frightening Movie.
PUB DATE- May 93
NOTE- 38p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Audience Response; Child Behavior; *Coping; *Elementary School Students; *Emotional Response; Fear; Grade 5; Grade 6; Intermediate Grades; Mass Media Use; Media Research; Parent Role
IDENTIFIERS- Affective Response; *Childrens Responses; *Goonies (The); Horror Films; Media Literacy; Middle School Students

A study extended a previous study (Sparks and Spirek, 1988) by examining children's individual differences in coping with stressful mass media. The investigation proposed that scores on the Children's Coping Measure (CCM) are related to the intensity of negative affect children experience while watching a frightening program. Eighty-two fifth and sixth graders were the subjects. Results supported the two hypotheses. Children who were categorized as those who prefer voluminous information (monitors) before a stressful event experienced more intense negative affect when provided with low as compared to high levels of information about a suspenseful movie, "The Goonies." Conversely, children who were categorized as those who prefer minimal information (blunters) before a stressful event experienced more intense negative affect when provided with high as compared to low levels of information about the film. Findings suggest parents may need to discover the coping style preferences of their children before they expose them to frightening media. Findings also address theoretical issues in the current literature and hold pragmatic applications for fostering media literacy in children. (Five tables of data are included; 72 references are attached.) (Author/NH)

ED 361 806 CS 508 318

Egan, Kathryn Smoot
Constructivists' Use of Mentoring for Success in Broadcast Academe.
PUB DATE- Aug 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Journalism; Constructivism (Learning); *Females; Higher Education; *Mass Media; *Mentors; National Surveys; Occupational Surveys; *Professional Recognition; *Self Efficacy
IDENTIFIERS- *Faculty Attitudes; Procedural Reasoning; Protege Mentor Relationship; Success Emulation

A study considered women in broadcast communications academe who achieve their own purposes to have one of two epistemological perspectives: constructivist or proceduralist (non-constructivist). Women in broadcast academe were surveyed (N=428) and interviewed in depth (N=14) to measure epistemological perspectives and mentoring experiences. The women studied, most of whom were mentored, believe they can succeed in academe on their own terms, according to their dreams and self images. They tend to be constructivists, or proceduralists guided by womeone they trust to identify their personal reward system, within academe. (Two tables of data are included. Contains 19 references.) (Author/NKA)

ED 361 925 EC 302 392

Prevention of Perinatal Substance Use: Pregnant and Postpartum Women and Their Infants Demonstration Grant Program. Abstracts of Active Projects FY 1993.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 93
NOTE- 358p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Programs; *Demonstration Programs; Drug Abuse; Federal Programs; Infants; Intervention; Perinatal Influences; Pregnancy; *Prenatal Influences; *Prevention; Program Descriptions; *Substance Abuse

This document presents summaries of the 147 demonstration grant projects sponsored by the federal Pregnant and Postpartum Women and Their Infants initiative, which is jointly funded by the Center for Substance Abuse Prevention and the Maternal and Child Health Bureau. This substance abuse prevention grant program, the largest federally funded program of its kind to date, focuses on the development of innovative, community-based models of drug prevention, education, and/or treatment targeting pregnant and postpartum women and their infants. Services include prenatal, postpartum, and/or infant services. Most of the projects also provide direct services such as case management, parenting classes, and referrals to drug and alcohol programs. Many of the projects have developed outreach strategies and community networks of providers. Numerous projects are also involved in training providers and offering prevention education at the community level. The projects are carried out by a variety of agencies, with health departments and community-based organizations administering more than half of them. The projects reach a high number of low-income African American and Hispanic families. Crack/Cocaine is the drug most frequently addressed by these projects, followed by alcohol and polydrugs. The project summaries provide information about the projects' goals and objectives, methodology, evaluation, and experience to date, as well as names, telephone numbers, and office addresses of contact persons and directors. (JDD)

ED 361 532 CE 064 494

Midwest Research-to-Practice Annual Conference in Adult Continuing and Community Education. Conference Proceedings (11th, Manhattan, Kansas, October 8-9, 1992).

PUB DATE- Oct 92
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Learning; Adult Students; *Andragogy; Cognitive Style; Community Colleges; Community Education; Computer Uses in Education; Cross Cultural Studies; *Distance Education; Educational Innovation; Educational Needs; Educational Practices; *Educational Research; Extension Agents; Extension Education; Health Education; Innovation; Instructional Improvement; Needs Assessment; Old Old Adults; Outcomes of Education; *Research and Development; Research Utilization; Teaching Methods; *Theory Practice Relationship; Womens Education

A conference on research to practice in adult, continuing and community education included the following papers: "Education as a Community Intervention Strategy" (Ashcraft, Andrews); "Assessing Educational Needs of Adults: An Ohio Extension Example" (Bratkovich, Miller); "Questions and Issues Related to a Lack of Multicultural Research in Adult Education" (Byndon); "Selection and Development of County Extension Directors: Community Leaders in Adult Education" (Cox et al.); "Ethical Development: An Integrative Model for Practice" (Ellis, McElhinney); "New York State Adult Life Management Program" and "Improving the Effectiveness of Staff and Organizations" (Ferro); "Investigation of Factors Contributing to the Use of Computers by Professors of Adult Education: A Path Analysis" (Harold); "Using Adult Learning Techniques in Adult Education Conferences" (Henschke); "Distance Education and Interactive Video" (Hope); "Strategies for Improving Instructional Delivery in Distance Education Programs" (Husmann, Miller); "Role of Training Needs Analysis in Organizational Development" (Hynes); "Investigation of a Proposed Model of Audio-Teleconferencing Instruction: Paradigms in Conflict" (Kirby, Chugh); "Need Motivation and Mentorship Experiences of National and State Nursing Leaders" (Lee); "Competing from a Research Base: Market Analysis of Adult Students" (Littrell, Cupp); "Survey Research to Profile the Andragogically Oriented Instructor" (Matthews); "Assessment of Women's Cardiac Risk Factors and the Relationship of Lifestyle Habits for Development of Health Promotion Education" (McKillip); "Description of Learning in a Group of Well Elderly over the Age of 75" (Michael); "Perceptions of Leadership and Culture in the Public Community Colleges in Kansas" (Moore); "Human Resource Development through Distance Education: A Case Study of Guided Didactic Conversation" (Niemi et al.); "The Idea and Adult Education" (Penrod); "Restructuring Cooperative Extension from Single into Multiple Country Units to Facilitate Delivering Educational Programs" (Rockwell et al.); "Position Assignment and Learning Styles of Extension Agents" (Rollins, Yoder); "Proactive Management in Adult Education" (Sandmann, Granger); "What Do Adults Gain from Taking Part in Educational Programs?" (Steele); "Using Concept Mapping Research to Identify Factors that Enhance Coalition Development in Rural Areas" (Stevens et al.); "Linking Formal and Informal Support Systems to Enhance the Success of Low-Income Women in Traditional and Nontraditional Education" (Thurston et al.); "Faculty and Student Perceptions of Distance Education Using Television" (Wallace); "Focus Group Study Guides Strategic Plan and Reorganization for Iowa State University Extension" (Wiley-Jones); and "From Young Rogues to Old Fogies: How Did We Get Here? Can We Get Out?" (Zelenak). (YLB)

ED 361 570 CE 064 572

Technical Preparation Development--Financial Services. Final Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

PUB DATE- 30 Jun 92

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); Behavioral Objectives; Business Education; *College School Cooperation; Cooperative Programs; Coordination; *Curriculum Development; Educational Cooperation; Education Work Relationship; Employer Attitudes; *Financial Services; Institutional Cooperation; Integrated Curriculum; Job Performance; *Job Skills; Postsecondary Education; Program Development; Program Implementation; Secondary Education; Standards; Vocational Education

IDENTIFIERS- City Colleges of Chicago IL; *Tech Prep

This report describes the Career Preparation Initiative in Financial Services (CPI-FS), a tech prep program in financial services based at Harold Washington College and Jones Metropolitan High School. Two key features are the redesign of similar programs operating at both schools to reflect elements of the tech prep model and the use of a large public-private planning committee. Major accomplishments are detailed: identification of 137 performance standards in 6 skill categories that employers expect in high quality entry-level employees, translation of them into 29 learning objectives, development of an employer recruitment video and brochure and general marketing piece, and formation of a curriculum committee of secondary and postsecondary academic and vocational teachers. The nine-page report is followed by these attachments: list of Full Implementation Team members; proposed financial services career trainee performance standards; list of learning objectives; career preparation educational philosophy; CPI-FS proposed academic and social policy; curriculum committee members and scope of work and assignments; advisory board members; Request for Proposal: Marketing Material for CPI-FS; list of chief executive officers (CEOs) participating in the video; talking points and interview questions for CEOs in the video project; brochures; meeting agendas; and publicity materials. (YLB)

ED 361 589 CE 064 610

Learning with Computers: Implementation of an Integrated Learning System for Computer Assisted Instruction (CAI).

SPONS. AGENCY- Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE- 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Learning; *Computer Assisted Instruction; Computer Managed Instruction; Computer Software; Computer Software Evaluation; *Computer Software Selection; Cost Effectiveness; Courseware; *Online Systems; Program Effectiveness; Program Evaluation; *Program Implementation
IDENTIFIERS- *Integrated Learning Systems

This publication provides information on implementation of an integrated learning system for computer-assisted instruction (CAI) in adult learning environments. The first of the document's nine chapters is an introduction to computer-delivered instruction that addresses the appropriateness of computers in instruction and types of CAI activities. The focus of chapter II is on use of CAI in adult learning environments. It discusses characteristics particularly relevant to adult learners regarding the use of CAI and computer use with adults. Chapter III discusses differences between stand-alone and integrated learning systems. Some examples of integrated learning systems are listed. Chapter IV addresses the question of whether computers will eventually replace teachers. Strengths and weaknesses of teachers and computers are listed and an optimum scenario is described. Chapter V outlines a process for selecting an appropriate cost-effective integrated learning system. Suggested specifications for management software, curriculum software, and hardware are detailed. Chapter VI lists categories and characteristics that might be considered in addition to the specifications presented in chapter V. Chapter VII addresses some typical implementation questions that will arise as CAI is introduced. Evaluation is discussed in chapter VIII, and the final chapter offers a brief conclusion. Appendixes include the following materials: a chart showing selected integrated learning systems, software evaluation criteria, sources of computer information, and computer terminology definitions. Contains 21 references. (YLB)

ED 361 606 CG 025 000

Truancy, Chronic Absenteeism and Dropping Out.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attendance; *Dropouts; Elementary Secondary Education; Potential Dropouts; *Truancy; Youth Problems

This booklet addresses the issues of school attendance, truancy, chronic absenteeism, and the problems faced by school dropouts. An introduction to these topics is followed by a series of questions and answers on school attendance and absenteeism. Questions focus on why students are absent from school, what they do when they are truant, how they trick parents and schools about attendance, and what social experiences and attitudes affect school attendance. Questions on dropouts examine the severity of the dropout problem and look at the major reasons students drop out of school. The parents' role in managing their child's school attendance also is considered, including parents who knowingly allow non-attendance, the parents' legal responsibility for their child's school attendance, and how parents and educators both can promote regular school attendance. Following this question-and-answer section, the steps that are taken in a case of truancy are delineated, including the student's enrollment in school, the student's absence, the return to school, unexcused absences, consultations with the parents, prosecution of the parents, continued unexcused absences, further prosecution of the parents, and suspension or expulsion of the student. Other sections in the booklet describe characteristics of potential truants and dropouts, list reported reasons for dropping out, explain how parents can help students stay in schools, explain how educators can help students stay in school, and list agencies to contact about school attendance. (NB)

ED 361 669   CS 011 404

Yatvin, Joanne
Developing a Whole Language Program for a Whole School.
SPONS. AGENCY- International Reading Association, Newark, Del.
PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Administrator Role; Classroom Environment; *Curriculum Development; Elementary Education; Grouping (Instructional Purposes); Instructional Materials; Program Descriptions; Skill Development; *Teacher Role; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- School Culture

This booklet outlines the basics of a schoolwide whole language program and describes the roles of teachers and the principal in it. Because there are legitimate differences among good programs, guidelines and suggestions are offered more often than definitive answers. The first four sections are entitled, respectively "Principles of Language Learning"; "Premises and Purposes of Whole Language Programs"; "Desirable Classroom Practices"; and "Whole Language Terminology." The final section, "Questions Teachers and Principals Must Answer," addresses the following topics: (1) How can a teacher modify an ordinary classroom to make it a favorable environment for whole language learning? (2) What reading and writing materials should be on hand? (3) Does a whole language program need a curriculum? (4) Should skills be taught in a whole language program? (5) How can children be grouped most effectively for whole language instruction? (6) How do teachers teach in a whole language program? and (7) What relationships and responsibilities do whole language teachers have to other teachers in their school? Six figures representing various aspects of whole language programs are included. (RS)

ED 361 826   CS 508 341

Kelly, Kathleen S.; Vogelsang, Dawn L.
Audio-Teleconferencing with National Experts: Enhancing
  Educational Quality in an Era of No-Growth Budgets.
PUB DATE- Aug 93
NOTE- 36p.; Paper presented at the Annual Meeting of the
  Association for Education in Journalism and Mass Communication
  (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Graduate Students; Higher
  Education; *Instructional Innovation; *Interviews; Media
  Adaptation; *Public Relations; Teaching Methods;
  *Teleconferencing
IDENTIFIERS- *Experts; Student Surveys; *University of
  Southwestern Louisiana

Audio-teleconferencing is a teaching method that can be economically and effectively implemented into public relations education. The University of Southwestern Louisiana, for example, is experiencing a budget crunch and will not increase the number of full-time public relations faculty in the near future, although the number of students concentrating in public relations is at an all-time high. A project there successfully integrated audio-teleconferencing methodology into two public relations graduate courses, in which students utilized a speaker telephone to interview 17 leading scholars and practitioners of public relations. Each of the experts was researched in advance by the students and topical material was well prepared before the interview. Each telephone interview lasted approximately 45 minutes, followed by 15 minutes of class discussion, which left time for other activities in the class. The entire class session often centered on one topic because the purpose of the project was to enhance course content with interviews. In a graduate student developed questionnaire the students were asked to rate their classroom experience with the use of audio-teleconferencing as a teaching method. Student responses indicated high approval of the methodology. In addition, open-ended questions provided descriptive feedback that will help improve use of this methodology. (Four tables of information and data are included; 23 references and letters to the experts are attached.) (NKA)

ED 361 865 EA 025 242

Franklin, Bobby J.; And Others

Measures of School Effectiveness: Consistency/Inconsistency When Models Are Varied across Subject Area Tests.

PUB DATE- Apr 93

NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Effective Schools Research; *Evaluation Criteria; High Schools; Models; *Multiple Regression Analysis; Public Schools; *Regression (Statistics); *School Effectiveness; Social Indicators; Validity

This paper presents findings of a study that sought to determine whether a composite score is a more appropriate dependent variable in the measurement of school effectiveness than any one component score. The viability of using a composite score, such as the School Effectiveness Index (SEI), was compared with the viability of using any one of five different subject areas. Specifically, the study examined the level of consistency that exists when school-effectiveness-classification models are held constant across test scores. Multiregression analysis of data

from 315 Louisiana high schools was used to predict student achievement on a statewide-administered criterion-referenced test (CRT) from indices of socioeconomic status (SES), racial makeup, school report card variables, and demographic data. Findings indicate that a composite index incorporates the varied information that each component issue provides and presents a better overall picture of school effectiveness than would any one test component. In conclusion, a school's success in one subject does not necessarily ensure success in other areas. The composite score is preferable for school-effectiveness research, because it provides more information and is more reliable than a subtest. Two tables and one figure are included. (LMI)

ED 361 885 EA 025 272

Picus, Lawrence O.
California School Finance 1993-94: Schools on Shaky Ground.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Finance Reform; *Property Taxes; Public Schools; *State Aid; *Tax Allocation
IDENTIFIERS- *California

As deliberations begin on its 1993-94 fiscal budget, California is for the second year in a row facing the likelihood of a decline in revenues. Under the governor's budget proposal, funds for schools would, for the third year in a row, remain at the same level per student in Average Daily Attendance (ADA). The lingering recession in California and the loss of jobs have combined with tax changes to create large state budget shortfalls. These budget shortfalls have put increasing pressure on state school funding. As in the state's 1992-93 budget, unusual accounting techniques and loans to school districts are proposed to make up the losses in the 1993-94 budget. Shifting property tax revenues away from cities and counties to school districts has also been proposed. Proposition 98 guarantees that a certain percentage of the state general fund shall be allocated for K-14 education. Proposition 111 allows adjustment in school funding when state general fund revenues decline. Some of these requirements and provisions were avoided by accounting practices and shifting tax dollars. Considering the expected slow growth in California's economy and the use of creative budget management, it is unlikely that per pupil funding will increase in the next few years. Tables and figures provide information on state school and general fund levels. (JPT)

ED 361 905 EA 025 301

Sautter, R. Craig
Charter Schools: A New Breed of Public Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Educational Innovation; *Educational Policy; Elementary Secondary Education; *Nontraditional Education; Public Schools; *School Restructuring; State Action; *State Legislation
IDENTIFIERS- *Charter Schools

This policy brief clarifies the definition of charter schools and explores their place in school restructuring and reform by describing existing charter schools in Minnesota and California, examining legislative and contract guidelines, and discussing the future possibilities of charter schools. Charter schools are sponsor-created and administered, outcome-based public schools that operate under a contract between the school and the local school board or the state. Proponents argue that charter schools can broaden quality choice within public education, reach dropouts, replace failing schools, deal with the next enrollment boomlet, and provide innovative learning; they also point out that these schools are flexible and appealing to legislators. Some educators express concerns that charter schools will break up teacher unions and the public education system, divert financial resources from existing schools, and lessen accountability. Overviews are presented of the City Academy in St. Paul, Minnesota; national trends; and legislative provisions in California, Minnesota, and Wisconsin. Highlights are offered from interviews with the cofounder of the St. Paul City Academy, a rural and an urban superintendent, and the governor of Wisconsin. Information is also provided on the North Central Regional Educational Laboratory's Regional Policy Information Center. (LMI)

ED 361 513   CE 064 451

Field, John, Ed.
Learning Citizenship: Perspectives from Sweden, Poland and Britain. Discussion Paper in Continuing Education Number 1.
PUB DATE- 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Adult Education; Adult Learning; Case Studies; *Citizenship Education; Comparative Education; *Educational Practices; Educational Strategies; Foreign Countries; *School Role; Social Change
IDENTIFIERS- Great Britain; Poland; Sweden

This collection of papers examines the role of adult education in encouraging active citizenship throughout Europe. "Introduction: The Project" (John Field) discusses the context in which the other papers were written and briefly discusses citizenship education and research in Great Britain. "Learning, Education, Citizenship: What Connections?" (Chris Duke) discusses the relationships between education and citizenship, the British experience in citizenship education, and possible strategies for adult educators to use to help produce competent citizens. "The Future as a Challenge and the Role of Adult Education--The Example of Poland" (Mieczyslaw Malewski) discusses the relationship between citizenship education and the consciousness of Polish society. The historical development of citizenship education in Sweden, current practices in adult education programs, and a methodology and theory for further research are examined in "Education for Citizenship in Sweden" (Agnieska Bron-Wojciechowska). "Education: A Resource in Social Movements?" (John Field) outlines a resource mobilization theory, discusses the concept of education as a resource, and presents a case study of the use and development of educational resources for purposes of citizenship education. (MN)

ED 361 551 CE 064 540

Analysis of the Inservice Needs of Agriscience/Agribusiness Teachers for Teaching Applied Agricultural Sciences in Louisiana. Vocational Education Curriculum Development.

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

PUB DATE- 92

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agronomy; *Animal Husbandry; Biotechnology; *Educational Needs; Educational Research; *Inservice Teacher Education; *Needs Assessment; Postsecondary Education; Secondary Education; State Surveys; Statewide Planning; Teacher Attitudes

IDENTIFIERS- Louisiana

A survey of all 226 agriscience teachers in Louisiana sought to identify the areas of the revised agricultural science curriculum in which teachers needed increased knowledge and skills for teaching; 206 responses were received. A secondary purpose was to identify time schedules and types of presenters preferred by agriscience teachers for inservice programs. The two-part questionnaire asked for demographic information and information on the teacher's self-perceived levels of knowledge and skills in certain curriculum areas. Related items on the instrument were combined into nine scales. Mean scores were calculated for each scale and for each respondent. Descriptive statistics were used to describe the demographic characteristics and the mean scale scores. Teacher preferences for inservice time schedules and presenters were transformed into a mean rating score for each. Pearson's correlations were used to determine relationships between selected demographic variables and scale scores. Agriscience teachers preferred inservice programs that were presented at the summer leadership camp by qualified university personnel. Topic areas in which teachers needed inservice assistance were plant science biotechnology, applied science skills, and animal science biotechnology. No correlations were found between the teacher's mean topic areas scores and selected demographic variables. (Appendixes include 10 references, survey, and cover letters and follow-up materials.) (YLB)

ED 361 628 CG 025 023

Turner, Carla Baade
R.E.A.L. Kids Talk about Real Sex. Project Seed.
PUB DATE- Jul 93
NOTE- 8p.; For other titles in this series, see CG 025 019-026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; Adoption; Contraception; High Schools; *High School Students; Incest; Pregnancy; Rape; *Sexuality

One of eight papers from Project Seed, this paper describes a project in which 10 alternative high school students, one teacher, and one aide researched, wrote, interviewed, taped, and edited a 64-minute news format video on a variety of sexuality issues: anatomy, physiology, sexually transmitted diseases, birth control, pregnancy options (adoption, abortion), human immunodeficiency virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS), rape, incest, and sexual orientation. It is noted that 24 copies of the resulting video were sold to high schools, alternative education programs, an adolescent shelter, The AIDS Coalition, the Maine Department of Education Curriculum Division, and Activism 2000 in Washington, D.C. Goals and objectives of the project (HIV/AIDS peer education, video technology, career development) are listed, as are anticipated outcomes of the project. A procedures and instruction section explains how to implement such a project. Resources needed for the project are discussed and project costs are described. The telephone number of the teacher who initiated the program is included for those readers interested in undertaking a similar project. (NB)

ED 361 648 CS 011 383

Eanet, Marilyn G.

Developing Mature Readers for the 21st Century: Are Secondary Content Classrooms Helping?

PUB DATE- Dec 92
NOTE- 16p.; Paper presented at the Annual Meeting of the American Reading Forum (Sanibel Island, FL, December 9-12, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Content Area Reading; Higher Education; High Schools; *Instructional Design; Methods Courses; Reading Assignments; Reading Research; Supplementary Reading Materials; Teacher Behavior; Teacher Education; Undergraduate Students
IDENTIFIERS- *Observational Studies; Reading Behavior

A study examined the reading practices in various secondary content classrooms. As part of assigned observations in secondary schools, students in three sections of an undergraduate class in secondary teaching methodology which included a literacy component were instructed to complete a data sheet for each class they observed. Observations from 38 English classrooms and 60 history/social studies classrooms (most in urban and suburban Rhode Island) were analyzed. Results indicated that: (1) textbooks were almost always present in 80% of the classrooms observed; (2) three-fourths of the time the textbooks were used during the class; (3) supplementary text materials were noticeably absent, even in English classes; (4) reading took place in about one-half of the classrooms; and (5) 43% of the history/social studies teachers and 65% of the English teachers provided some kind of prereading preparation and/or purpose setting for assigned reading. Findings provide further evidence that educators should be concerned about how text is used in high school classrooms and question the effects of school policy decisions and some traditional instructional practices on the development of literacy. (RS)

ED 361 689 CS 213 970

Sacco, Margaret T.
Enhancing Multicultural Literature by Using the Whole Language Approach in Diverse Settings while Facing the Censorship Challenge.

PUB DATE- 18 Mar 93
NOTE- 9p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Literature; *Censorship; Cultural Differences; Elementary Secondary Education; English Instruction; Higher Education; Literature Appreciation; *Multicultural Education; Reading Interests; *Whole Language Approach
IDENTIFIERS- Ethnic Literature; Literary Canon

The whole language approach offers many opportunities for enhancing and effectively using multicultural literature in diverse settings. Recently many English teachers have been away from the traditional canon and including in their reading lists literature by writers who represent various ethnic and cultural groups. However, censorship has become a very strong threat to those teachers considering the use of multicultural literature in the classroom. Teachers can become paralyzed by the fear of censorship, thus preventing the opening up of the canon. Diversity strengthens and enriches a culture, however, so that readings concerning different ethnic and cultural perspectives should be encouraged. One excellent means of introducing such works into the curriculum is a whole language approach. Social studies students, for example, might read a novel concerning apartheid in South Africa. Teachers can promote the reading of such books by preparing "booktalks," short talks about books which entice readership. Through various means, teachers must strive to incorporate multicultural perspectives into their classrooms. (An annotated bibliography of 12 works of young adult fiction, all useful for teaching multicultural perspectives, is attached.) (HB)

ED 361 708 CS 214 002

Hatcher, Donald L.; And Others
Reasoning and Writing: An Introduction to Critical Thinking.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 376p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Critical Thinking; Higher Education; *Logical Thinking; Program Descriptions; Textbook Preparation; *Thinking Skills; Writing (Composition); Writing Assignments; Writing Instruction
IDENTIFIERS- Baker University KS

Combining instruction in critical thinking and expository writing with the study of classic texts, this textbook was developed at Baker University (Kansas) and is designed for use in a two-semester college course that fosters careful thinking and good reasoning in students. The textbook emphasizes the pedagogical principle that critical thinking and writing can best be understood, at least for beginners, as formal processes with clear strategies for success, and that some knowledge of formal logic is required to understand better the patterns of good reasoning. Chapters in the book are: (1) Introduction: Why Critical Thinking?; (2) What Is Critical Thinking?; (3) Understanding What You Read; (4) Evaluating Arguments: Deductive Reasoning and Logical Form; (5) Inductive Logic; (6) Informal Fallacies; and (7) Reasoning and Writing. Appendixes presents a glossary of grammar terms and a sample paper: additional appendixes discuss standards for written prose; correcting faulty grammar; documentation techniques; critical thinking and literary criticism; critical thinking and values; and predicate logic. An attachment describes the initial project from which the textbook was developed and presents a course description and list of readings. (RS)

ED 361 747 CS 214 042

Reid, Gem; And Others
Teaching Poetry Tips; Teaching English without Desks; A Brief History of Time and the "Red Clock."

PUB DATE- Nov 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Creative Writing; Elementary Education; English Instruction; Grade 2; Grade 6; Instructional Effectiveness; *Poetry; Teaching Methods; *Time; *Time Management; Units of Study

This issue of "Insights into Open Education" presents three short articles dealing with teaching poetry, English instruction, and the concept of time. The first article, "Teaching Poetry Tips" (Gem Reid), discusses the author's experiences conducting a week-long poetry workshop for a class of 30 second graders. The second article, "Teaching English without Desks" (Marlow Ediger), discusses a student teacher's implementation and evaluation of a unit on creative writing (using "learning stations") for a sixth-grade class. The third article, "A Brief History of Time and the 'Red Clock'" (Charles Martin), discusses using a student-managed time clock during student council meetings to help children learn the value of time and their part in learning to manage it. (RS)

ED 361 787 CS 508 299

Burns, Gary
Where Have All the Records Gone, or When Will We Ever Learn?
PUB DATE- 8 Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Culture Association (New Orleans, LA, April 8-11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Information Sources; *Mass Media; *Media Research; Periodicals; *Popular Culture; Preservation; *Research Problems; Research Tools
IDENTIFIERS- Deterioration (Film); Media History; Music Videos; *Popular Music; Television News

For a researcher with a serious interest in studying popular culture, the collective negligence of the entertainment industries, the scholarly community, and the government is a given, but some action to preserve American mass media artifacts can be undertaken. Contrary to the myth of unlimited access to information, certain regions of the public realm keep getting harder and harder to find. Original negatives no longer exist for many classic movies and TV shows, and the budgets of film and television archives are grossly inadequate to the task of preservation. It is not difficult to see that many of the thousands of music videos being produced today will soon be lost without a serious effort at collection and preservation. The Bowling Green State Popular Culture Center is preserving many popular music artifacts, but back issues of music industry trade journals and music magazines are fast disappearing, and it is currently impractical to plan a research project around such materials. The rerelease of old records is flourishing, however, proably because there seems to be a market for these musical "dinosaur bones." If trade journals and old music magazines were reprinted, there might be a market for those also. Since 1969, the Vanderbilt Television News Archive has videotaped the nightly newscasts of the three major TV networks--an example of the contribution the academic community can make to posterity. The Library of Congress should collect all issues of music tabloids, and send them along to Bowling Green if they find it impossible to keep them. (Contains 21 notes.) (NKA)

ED 361 807 CS 508 319

Treise, Deborah M.; And Others
Personality Characteristics of New Advertising Creatives: What Educators Can Tell Students.
PUB DATE- Aug 93
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993). Several pages show toner streaks.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Communication Research; Creativity; *Employee Attitudes; Employment Level; *Entry Workers; Higher Education; Job Search Methods; Job Skills; *Personality Traits
IDENTIFIERS- Advertising Education; Professional Perspectives

Findings of an exploratory qualitative study of personality characteristics observed to exist among a sample of new "advertising creatives" are presented in this paper. Subjects, 13 copywriters and art directors participating in a training program at an advertising agency with global billings of $4 billion, were interviewed in depth concerning their jobs, which they had held for periods ranging from 15 days to 2 years. Basic themes and patterns were sought in the transcribed interviews. Results indicated that the characteristics of new creatives were consistent with many of the creative personality traits described in the professional literature, including: persistence, risk-taking, competitiveness, and determination. Findings suggest that, if creative characteristics can be cultivated, then educators should incorporate creativity-enhancing exercises into their curricula. Being aware of the characteristics found in new creatives can help students assess their own potential. Students can learn that virtually all creatives competing for jobs experience a certain amount of frustration and discouragement. A description of the subjects (informants) is attached. (Contains 36 references.) (RS)

ED 361 845 EA 025 216

Gang, Philip S.; And Others
Conscious Education: The Bridge to Freedom.
PUB DATE- 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Core Curriculum; *Educational Change; *Educational Development; *Educational Theories; Elementary Secondary Education; *Holistic Approach; *Humanistic Education; *Learnin
Processes

The purpose of this book is to give educators new organizing principles that will lead out from the present day mechanistic-reductionist viewpoint toward a more holistic perspective, one that fosters love and peace. The Foreword, titled "Education and Evolution," deals with an anthropological perspective, the end of the Cenozoic period, and ways of knowing. The book is then divided into three parts. Part 1, "Process," includes five chapters. Chapter 1, "Bridge of Conscious Education," discusses ways of being, conscious evolutionary thought, conscious evolution, the soul and conscious evolution, and self-esteem. Chapter 2, "Developmental Education and Transformational Learning," elaborates on cognitive development, moral development, development and consciousness, transformational learning, and a transformational model. Chapter 3, "Spirituality in Education," deals with spiritual development and its process, educating the whole person, and world core curriculum. Chapter 4, "Paradigm Shifts and Education," covers the paradigm shifts a holistic perspective, and rethinking education. Chapter 5, "Cosmic Laws/Principles in Education," deals with cosmic laws and principles and the learning environment. Part 2, "Form," comprises the next two chapters. Chapter 6, "Creating Form," investigates multiple age grouping, altruistic learning, reflective learning, experiential learning, systemic learning, and transpersonal learning. Chapter 7, "Conscious Education and Holism", details the movement toward holism in education and global alliance for transforming education. Part 3, "The Transformation Process,' consists of the final chapter, "A Blueprint for Transforming Education." (Contains 52 references.) (RR)

ED 361 476 CE 064 353

Exploring Life Skills. Middle Grades Exploratory Vocational and Technical Education. Home Economics Education. HE 7018.
PUB DATE- 93
NOTE- 140p.
LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Development; Competence; Competency Based Education; *Consumer Education; Course Content; *Daily Living Skills; Educational Resources; *Home Economics; Junior High Schools; *Learning Activities; Middle Schools; State Curriculum Guides; *Teaching Methods; Units of Study
IDENTIFIERS- North Carolina

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program at the middle school level. It contains materials for a semester-long consumer home economics course based on the North Carolina Vocational Education Program of Studies, Revised 1992. The four units of the curriculum cover resource management, nutrition and wellness, personal and social responsibility, and fashion and appearance. Teaching/learning strategies in the curriculum include the following: applying basic academic skills, encouraging critical and creative thinking skills, problem solving, decision making and higher-order thinking skills, developing life and work skills, promoting cooperative learning, and enhancing a positive self-concept. Units include a rationale, competency, objective, suggested time, teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents are as follows: a course blueprint; a resource list of state-adopted textbooks and other publications, software, videotapes, and other resources, with addresses of vendors; equipment and supply lists; and an outline of developmental characteristics of early adolescents. (KC)

ED 361 495 CE 064 426

Newman, Michael K.
Identification and Analysis of Learning Preferences of Mentally Ill Adults in Rehabilitative Psychosocial Therapy at the Anderson Mental Health Center.

PUB DATE- May 93
NOTE- 67p.; Ed.D. Practicum report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Adult Education; *Cognitive Style; Coping; Daily Living Skills; Educational Methods; Educational Research; Educational Theories; *Educational Therapy; Learning Strategies; *Mental Disorders; Mental Health Programs; *Rehabilitation Programs; Self Care Skills; *Social Adjustment
IDENTIFIERS- *Anderson Mental Health Center SC

A study identified and analyzed the learning preferences of 17 seriously and chronically mentally ill adults participating in the rehabilitative psychosocial therapy program at the Toxaway Church Site of the Anderson Mental Health Center. Staff perceived as boring and unfocused the traditional treatment approach that relied mainly upon chemotherapy and recreational activities that were not individualized or designed to develop specific life management skills. Learning styles of the patients were tested and identified, and data were analyzed to determine individual and group learning needs. Data analysis indicated that chronically mentally ill adults did have unique learning strengths and weaknesses that could be identified. Twelve patients tested neutral on motivation to learn, two tested high, and three tested low. Sixty-five percent did not prefer to learn in a variety of ways; they had very specific ways that they preferred to learn. Eighty-eight percent preferred structured learning, 65 percent chose to learn with peers, and 76 percent preferred to have authority figures present while learning. Recommendations included testing of all patients in the rehabilitative psychosocial therapy program and development of a treatment program that used learning styles in a therapeutic educational approach. (Appendixes include 51 references, productivity environmental preference survey, individual profile, and learning preferences of the patients tested.) (Author/YLB)

ED 361 767 CS 508 278

Mills, Carol A.
Women in Communication: Annotated Bibliography.
PUB DATE- Oct 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Historical Materials (060)
DESCRIPTORS- Annotated Bibliographies; Broadcast Industry; *Cultural Context; *Females; Feminism; *Journalism; *Mass Media; Media Research; *Professional Recognition; *Writing for Publication
IDENTIFIERS- Historical Background; Journalism Research; *Media History

This annotated bibliography is designed to survey the field of women in communication. The bibliography is centered on a specific context: who are and who were the women who worked in the communication field, and specifically, what were their writings like? The 56 annotations date from 1949 through 1990 and deal mostly with books (especially biographies), rather than articles. (NKA)

ED 361 607 CG 025 001

Violence in America's Schools.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Death; Elementary Secondary Education; Hostility; Injuries; *School Safety; *Student Problems; Students; *Violence

This booklet is concerned with the issue of school violence. The introductory section provides examples of violence in schools and notes that the Centers for Disease Control state that 1 student in 5 takes a weapon to school and 1 in 20 carries a gun. It is further noted that urban schools in the major metropolitan areas have the greatest risk of school violence and that suburban schools have a higher risk than do rural schools. This instruction is followed by a series of questions and answers about school violence. Questions look at which students are most often the victims of school violence, the relationship between youth gangs and school violence, the relationship between domestic violence and school violence, the relationship between drug use and school violence, how much violence exists in the schools, and why school violence appears to be on the rise. Other questions look at how many students take guns to school, what other kinds of weapons are taken to school, and the roles of the police and the juvenile courts in combating school violence. "Dirt drills," which teach students how to avoid being hit by gunfire, and "target hardening," which involves the use of physical protection devices and the deployment of security personnel are explained. Other sections look at the development of school violence; how educators, parents, and students can combat school violence; ways to increase personal safety at school; and sources to contact about school violence. (NB)

ED 361 670 CS 011 405

Poulton, Constance L.
Family Literacy Programs: Adult Curricula and Evaluation.
PUB DATE- Feb 93
NOTE- 166p.; Master's Project, Weber State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; *Adult Programs; Family Role; Instructional Materials; *Intergenerational Programs; *Literacy; Literature Reviews; *Program Descriptions; *Program Evaluation
IDENTIFIERS- *Family Literacy

Designed to increase awareness of family literacy programs, this project report deals with definitions of literacy, the research base, typology of family and intergenerational literacy programs, and evaluation of these programs. The report is designed to be a resource for teachers/practitioners and administrators/funders of family literacy programs. It includes: (1) a review of the literature on family literacy; (2) a directory of available adult curriculum materials suited to family and intergenerational literacy programs; (3) formative evaluation forms for use by teachers and adult students in family and intergenerational literacy programs; (4) materials designed to be used in presentations at conferences and workshops to increase understanding of family and intergenerational literacy programs and to promote programs; and (5) evaluation forms for curricula, evaluation forms for adult students, and presentation materials. Five tables illustrating various typologies of family literacy programs are included. Contains 59 references. (Author/RS)

ED 361 728 CS 214 023

Arnold, Mary

Inner City High School Newspapers: An Obituary?

PUB DATE- Aug 93
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- High Schools; Inner City; Minority Groups; Models; *School Newspapers; School Surveys; Student Publications; *Urban Schools
IDENTIFIERS- Journalism Research

The purpose of the study reported here was to determine how many inner city school newspapers had folded in recent years and why they ceased publishing. A random sample of 267 or 25% of the total large central metropolitan (inner city) secondary schools was generated. Principals of 149 such schools replied to the simple, one-page questionnaire. Results indicated that: (1) 85% of the schools published a newspaper; (2) most of the schools that stopped publishing their newspapers did so between 1988 and 1993; (3) lack of funds for production costs was the most frequent reason given for stopping publication; and (4) inner city schools published their newspapers much less frequently than high schools across the nation. The most alarming concern is whether the trend of the last 5 years will continue over the next 5 years, resulting in another 135 or more newspapers ceasing to publish by the end of that time. Several models are available for helping newspapers and universities to become involved with inner city schools in their areas. Findings suggest that, while there are real problems and some alarming trends, the student newspaper is still alive in 85% of the nation's inner city schools. (Seven tables of data and 41 notes are included; an appendix of data, and the survey instrument are attached. Contains 32 references.) (RS)

ED 361 748 CS 214 043

Webster, John
Great Expectations: Introducing Teaching Portfolios to a University Writing Program.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Portfolios (Background Materials); *Program Implementation; Teacher Evaluation; *Teaching Assistants; Writing Instruction
IDENTIFIERS- Portfolio Approach; Professional Concerns; University of Washington

The University of Washington is developing a mandatory teaching portfolio system for its writing program teaching assistants (TAs) to help graduate students in the job market and to create a fairer and more useful way to review teachers while they are working in the writing program. Implementation of the 3-stage program is taking place over 4 years. The first stage of implementation (the program is now in stage two) deals with "familiarization." It: (1) focuses on the advantages of portfolios for job seekers; (2) educates faculty to the advantages of portfolios; and (3) uses portfolios as a basis for teaching awards and for letters of recommendation. Stage two involves implementation procedures by further developing the award structure and extending first-year TA training. During stage three the program will continue to adjust earlier steps and the program will be expanded to an annual review where TAs will be evaluated on the basis of their portfolios. (Four illustrations are attached which provide: guides to portfolio content; criteria for portfolio content; criteria for portfolio model assignments; and an implementation outline.) (NH)

ED 361 827 CS 508 342

Marra, James L.; And Others

Student Advertising Competitions: Student Perspectives on the AAF Competition, Part II.

PUB DATE- Aug 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Asoociation for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993). For a related study, see ED 351 712.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; *Career Exploration; Competition; Higher Education; *Student Attitudes; Teamwork; Undergraduate Students
IDENTIFIERS- *Advertising Competitions; Advertising Education; American Advertising Federation; *Professional Concerns; Student Expectations; Student Surveys

A study explored advertising students' beliefs and attitudes about their learning and motivations within the context of the American Advertising Federation's (AAF) National Student Advertising Competition (NSAC). One hundred twenty-one students from 13 NSAC teams were surveyed in a 3-part questionnaire. Results indicated that students relished their competition experience generally. Results also indicated that students learned a great deal, and that they participated because of assumed job or career prospects and the lure of working within a team. They also participated because they expected to win, additionally believing that winning would increase their prospects for jobs, including exceptional jobs. Finally, students believed that their participation in the competition meant missed classes, missed class work, and lower grade point averages (GPAs) overall. Future research might seek to find out whether or not the competition experience actually helped ex-students with a job or career in advertising. (Ten notes and four tables of data are included) (Author/NKA)

ED 361 866 EA 025 243

Power, Sally; And Others
Markets and Self-Governing Schools: The English Experience.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Atlanta, GA, April 12-16,
  1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Elementary Secondary
  Education; Foreign Countries; *Government School Relationship;
  Local Government; *School Administration; *School Based
  Management; *School Supervision
IDENTIFIERS- *England

In 1988, as part of the Education Reform Act, the United Kingdom government allowed schools to opt out of local education authorities (LEA) and become grant-maintained (GM) schools, funded directly by the government. It was contended that the program would diversify education, free schools from local bureaucracies, and, consequently, make schools more responsive to parents. About 990 schools have opted out of the LEA format, which is a small percentage of British schools eligible. The program has followed a trend in public management to foster autonomous institutions with devolved management structures, light central administration, greater managerial efficiency, lower costs, and greater consumer pressure. A study of students and parents at eight GM schools and two LEA schools sought to determine attitudes and perceptions of school performance. Early perceptions and experiences of the GM schools policy indicate that opting out has had little significant impact on the choices parents and pupils make about schools or their experience of state education. GM status is not having a significant impact on patterns of school choice. However, conjuncture of GM status and selective schooling alters the ability of parents to pick their schools. (Contains 26 references.) (JPT)

ED 361 886   EA 025 273

Zuckerman, David W.
Necessary but Insufficient: Three Linked Efforts To Restructure
  NYC Public Schools in 1990-1991.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Atlanta, GA, April 12-16,
  1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Participative
  Decision Making; *Program Effectiveness; Public Schools;
  *School Based Management; *School Restructuring; *Systems
  Approach
IDENTIFIERS- *New York City Board of Education

Evaluations of school restructuring, particularly school-based management (SBM) and shared decision making (SDM), have tended to focus on problems of implementation and on its consequent failure to fulfill its promises. Inadequate resources, unclear responsibilities, inhibiting regulations, and institutional resistance have all been cited as reasons for failure. Some argue that even so holistic a concept as "school restructuring" cannot hope to succeed without an even more embracing approach: systemic reform. In early 1990, New York City Public Schools came under new leadership and efforts were made to implement SBM and SDM. A systemic reform effort was attempted by the Board of Education, International Business Machines (IBM), and several foundations. A study of this effort found that by traditional measures, the reform effort had little success. However, SDM at the six schools studied did gather human resources for change even when faced with little time, no authority, and insufficient resources. SDM teams also helped focus school issues and problems. However, small and large political problems within teams and between teams and the Board of Education did hinder restructuring. Structures and resources necessary to accomplish restructuring goals were not present in most schools and there was little evidence of a transformation. (Contains 22 references.) (JPT)

ED 361 906 EA 025 304

Screening Criteria for Professional Media Presentations on Middle Level Education. Practitioner's Monograph #13.

PUB DATE- Dec 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Educational Environment; *Educational Philosophy; Elementary School Students; *Evaluation Criteria; *Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; *Rating Scales; Student Needs
IDENTIFIERS- Middle School Students

This document presents criteria that are designed to help a media reviewer examine professional presentations of middle-level education, gauging how closely a presentation reflects prevailing educational philosophy. Ten key features of middle-level schooling are highlighted, and a Likert scale is provided for each. The 10 features include varied instructional strategies, interdisciplinary team organization, interdisciplinary curriculum, learning-to-learn skills, exploratory and elective courses, scheduling, school climate, cocurricular activities, advisement and counseling, and heterogeneous student grouping. Each scale is prefaced by a synopsis that describes the feature. An overview of middle-level educational philosophy and purposes is also included, which points out that middle-level education emphasizes academic, personal, social, health, and moral guidance specifically tailored for students in the young adolescent phase of their development. Middle-level education is characterized by concerns for the whole child, equity, strong student-adult relationships, and teacher collegiality and empowerment. Finally, because all aspects of middle-level schools derive from the varying developmental needs of its young adolescent clientele, all aspects of middle-level schools must be flexible, dynamic, and adaptive to local conditions. (LMI)

ED 361 926 EC 302 393

Ysseldyke, James E.; And Others
Educational Outcomes and Indicators for Early Childhood (Age 3).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 93
NOTE- 26p.; For related documents, see ED 354 661, ED 359 691, and EC 302 394.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Developmental Stages; *Disabilities; Educational Experience; Evaluation Methods; Models; *Outcomes of Education; Preschool Children; Preschool Education; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Educational Indicators

The National Center on Educational Outcomes (NCEO) has been working with federal and state agencies to facilitate and enhance the collection and use of data on educational outcomes for students with disabilities. The purpose of this document is to present a model of: (1) early childhood outcomes at age 3, where outcomes are defined as the results of learning experiences or interactions between children and the educational process; and (2) possible indicators of these outcomes for all 3-year-old children (whether identified as having disabilities or not), where indicators are defined as numbers or other symbolic representations that can be used to determine whether desired outcomes are achieved. In the model, educational resources (inputs and contexts) influence learning opportunity and process. These in turn, influence the outcome domains, which have a return influence on both the resources and the opportunity/process. Outcome domains include physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, satisfaction, presence and participation, and family involvement/accommodation and adaptation. The model is extended by identifying outcomes, indicators of the outcomes, and finally, sources of data for the indicators. The model includes children with disabilities or developmental delays as well as all 3-year-old children in educational and day care programs. (JDD)

ED 361 514 CE 064 452

Field, John; And Others
Research Quality in Continuing Education: A Study of Citations Patterns. Research Paper in Continuing Education Number 3.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Citation Analysis; *Citations (References); *Continuing Education; *Educational Research; Foreign Countries; *Research Utilization
IDENTIFIERS- *Great Britain; Research Quality

The citations contained in research published in two British scholarly periodicals in the field of continuing education for the years 1986-1990 were analyzed. The analysis had two primary objectives: (1) to evaluate the potential of citation analysis as a quantitative method of studying the quality of research output; and (2) to determine whether citation counts would help establish the extent to which British adult education researchers are creating a distinctive body of literature. A total of 2,353 references (601 from "Studies in the Education of Adults" and 1,752 from the "International Journal of Lifelong Education") were classified according to their main subject focus and according to whether they represented primary, secondary, or tertiary literature. The following were determined: the most frequently cited texts; the 20 most frequently cited authors; the pattern of self-citation among the top 20 authors; and the balance among primary, secondary, and tertiary literature. The study results were seen as reinforcing the widespread skepticism regarding the effectiveness of citation counts a measures of research quality. The citation analysis did, however, result in a "map" of the current state of scholarship and research in British continuing education and was deemed useful for such purposes. (Contains 15 references.) (MN)

ED 361 552 CE 064 541

Voices from School and Home: Arkansas Parents and Students Talk about Preparing for the World of Work and the Potential for Youth Apprenticeship. A Report on Focus Group Discussions.

SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Apr 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *Apprenticeships; Career Education; Educational Benefits; Education Work Relationship; Experiential Learning; Group Discussion; Higher Education; High Schools; High School Students; Nursing Education; *Parent Attitudes; Skilled Occupations; *Student Attitudes; Vocational Education; Work Experience Programs; *Youth Programs
IDENTIFIERS- Arkansas

This report summarizes several group discussions with parents of high school students, high school students, and nursing students regarding the world of work and the advantages and disadvantages of a youth apprenticeship program. Section I is an executive summary that describes the methodology, summarizes key attitudes toward youth apprenticeships based on eight focus groups with parents and students, and lists recommendations suggested by focus group findings. Section II offers a summary of the report's observations and recommendations, some of which are as follows: parents who do not expect their children to pursue a bachelor's degree support youth apprenticeship, are concerned about a program that separates their children, and believe that to expect 16-year-olds to make a commitment of several years is unrealistic; students are enthusiastic about the apprenticeship concept but are concerned about being able to leave the program if they decide the program is not for them; and nursing students are enthusiastic about youth apprenticeship. Sections III, IV, and V are detailed presentations of the observations of the parent group, high school student groups, and nursing student group. Finally,

Section VI provides additional information on the methodology used to conduct the study. It describes the number of participants (7-12) in each group, how they were selected, and their demographic characteristics. (YLB)

ED 361 571 CE 064 573

Planning a Tech Prep Program in Hospitality. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 31 Aug 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Articulation (Education); Business Administration; *College School Cooperation; Cooperative Programs; Coordination; *Curriculum Development; Educational Cooperation; *Food Service; High Schools; *Hospitality Occupations; Hotels; Institutional Cooperation; Integrated Curriculum; Occupational Home Economics; Program Development; Program Implementation; Tourism; Two Year Colleges; Vocational Education
IDENTIFIERS- City Colleges of Chicago IL Chicago City Wide Coll; Tech Prep

A project conducted to establish tech prep articulation training agreements between City Colleges of Chicago and several public secondary schools is described in this report. Project activities were as follows: (1) developed a handbook to define the tech prep experience and guide committee members on how tech prep can be a valuable asset to students and hospitality employers; (2) secured planning stage agreements with three high schools; (3) established an advisory board; (4) established ties with community outreach organizations; (5) developed and conducted a survey that rated competencies for entry-level hospitality positions; and (6) initiated contact with two high schools to start the planning stage for the travel and tourism component. Extensive appendixes include the following: survey results, newspaper article highlighting program success, brochure on Illinois Tech Prep, mission statement of the Hospitality Tech Prep Team, outline of advantages to and expectations of area employers, advisory board implementation topics, hotel-motel/food service position descriptions, first draft of skills for hotel-motel management/food service administration, and model tech prep education/private sector partnership agreement. The final two appendixes contain syllabus outlines for food service administration and hotel-motel management. This information is provided for each course: catalog description, prerequisite, credit/contact hours, schedule, clientele served, textbooks, objectives, and units of instruction/content outline. (YLB)

ED 361 590 CE 064 611

Adult Education through Technology Project. Program Year 1990-1991. Final Report.

SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; At Risk Persons; Basic Skills; *Computer Assisted Instruction; Curriculum Development; Economically Disadvantaged; Educational Media; *Educational Technology; Education Work Relationship; *Instructional Development; *Job Skills; Job Training; *Multimedia Instruction; Occupational Information; Program Development; Program Implementation; Special Needs Students
IDENTIFIERS- *Job Opportunities and Basic Skills Program; Texas (Odessa); Texas (Pecos)

Many adults in basic literacy programs tend to drop out if they cannot see the program's relevance to the real world. In response to this problem, Odessa College (Odessa, Texas) developed, implemented, and evaluated an innovative program for adult education through technology designed to provide high quality, multimedia literacy education directly related to employability and the workplace for special needs and disadvantaged adults. The Odessa Job Opportunities and Basic Skills (JOBS) students were targeted as the experimental group. The Pecos JOBS students and Odessa Learning Center non-JOBS students served as control groups. The experimental group students were instructed in workplace competencies using the Comprehensive Competency Program (CCP) and were also provided with information on jobs. These students used computers and videos to study workplace math, English, reading, social skills, reasoning skills, values, employability skills, and vocational training requirements. They were encouraged to use these tools to explore their aptitude, interests, and learning style as they progressed on their academic skills. The Pecos group was encouraged to explore the same, without technology components. Obstacles were use of part-time instructors and student reluctance to leave the more familiar General Educational Development program studies. (Appendixes include the following: student reports and profiles, project quarterly reports, newsletter articles, advisory board agenda, training session agenda and handouts, Conover software (as used in the project) to CCP and to basic skills cross references, evaluation forms and results, and vendor references with addresses.) (YLB)

ED 361 629 CG 025 024

White, Brenda
Parent/Child Communications on Sexuality Issues. Project Seed.
PUB DATE- Jul 93
NOTE- 8p.; For other titles in this series, see CG 025 019-026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary School Students; *Grade 5; Intermediate Grades; *Interpersonal Communication; *Parent Child Relationship; *Parent Education; School Role; *Sexuality; Workshops

One of eight papers from Project Seed, this paper considers the difficulties many parents experience when talking to their children about sex. It describes a program that responds to how, when, and what to say to children about sexuality by involving both parents and children in four 2-hour evening workshop sessions on building communication skills around issues of sexuality. Included in the workshops described are not only information on puberty, but also information on sex and gender roles, peer/family conflict, and consequences of early sexual activity. It is noted that the workshop is offered to all fifth-grade students and their parents, and that participation is voluntary. The first two workshop sessions described are for parents only, while the last two involve parents and children together. Anticipated outcomes of the workshops are described and procedures and instructions are discussed. Resources needed for the workshops are considered and total program expenses are estimated to be between $100 and $500 for facilitator fees, paper/postage, childcare workers, and refreshments. (NB)

ED 361 649 CS 011 384

Tucker, Albert B.

Five Golden Years: 1933-38: Reading Instruction in West Texas Rural Schools.

PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Elementary Education; Experiential Learning; Reading Improvement; *Reading Instruction; *Reading Materials; Reading Research; Rural Schools; Teacher Behavior
IDENTIFIERS- Historical Background; Texas (West)

The austerity of the Great Depression, the popularity of progressive education, and scholarly research in reading from 1900 to 1930 initiated five golden years (1933-1938) of reading improvement in West Texas rural schools. Financial restraints relieved the schools from close scrutiny by the state's education agency. Schools were forced to improvise with whatever materials available. Teachers in isolated rural areas were freed to use innovative and experience-based approaches to teaching reading. The 1930 editions of "Elson Basic Readers" ("Dick and Jane") and older well known literary readers enjoyed extended life in classrooms. Support for education flourished and illiteracy was almost eradicated. (Contains 48 references.) (Author/RS)

ED 361 709 CS 214 003

Preece, Alison; Cowden, Diane
Young Writers in the Making: Sharing the Process with Parents.
PUB DATE- 93
NOTE- 142p.; Foreword by Norma Mickelson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Elementary Education; *Parent Participation; *Parent Teacher Cooperation; Preschool Education; Student Publications; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Childrens Writing; *Emergent Literacy; Writing Development

Intended as a practical resource for the busy teacher, this book focuses on meaningful and manageable ways teachers can communicate to parents why they approach writing as they do and how parents can assist their children at home. The book presents open-ended strategies for informing and involving parents that have been developed and successfully implemented in a variety of settings from preschool through the upper primary years. Chapters in the book are: (1) Why Should Parents Be Involved?; (2) Teachers' Concerns about Involving Parents; (3) Visiting the Writing Classroom; (4) Getting Off to a Good Start; (5) Meetings with Parents; (6) Newsletters, Newspapers, and Flyers; (7) Writing Projects that Link Home and School; (8) Evaluation Is Made More Meaningful; and (9) Understanding Leads to Change. An annotated list of 13 books recommended for parents, a time-line depiction of one child's growth as a writer between the ages of 3 and 8 years, a blank form for first-day name book, a shared goal setting form, instructions on how to put together a handout for parents, a sample spring newspaper, an annotated list of four resource books, a glossary of terms, and 36 references are appended. (RS)

ED 361 768 CS 508 279

Benton, Carol L.; Mittlefehldt, Pamela J.
Women and Folk Humor Communication: An Annotated Bibliography.
PUB DATE- Oct 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cultural Context; *Females; Feminism; *Folk Culture; *Humor; Literary Devices; *Oral Tradition; Popular Culture
IDENTIFIERS- Communication Strategies; Folktales; Jokes; *Oral Literature; Rhetorical Strategies

Intended to highlight the work which exists on women's folk humor and to encourage its further exploration, this annotated bibliography has been selected to provide access to the key works dealing with the oral tradition in women's folk humor. The bibliography's 33 annotations range from 1968 through 1992 and are gathered under the headings of "Background Theory and Method," "Women and Folk Humor," and "Women and Joke Telling." Both books and articles are included. (NKA)

ED 361 769 CS 508 281

Walker, Albert, Ed.
Public Relations Review: Volume 19, PR Bibliography, 1993.
PUB DATE- 93
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business Communication; *Ethics; Higher Education; Marketing; Media Research; *Public Relations; Writing Skills
IDENTIFIERS- *Public Relations Review; Research Synthesis

Based on searches of over 200 periodicals, this annotated bibliography of books and journal articles presents material related to the knowledge and practice of public relations published in 1992. The annotated bibliography is subdivided into more than 30 different categories ranging from business ethics to writing techniques. The largest classifications in the bibliography are those related to business credibility, business ethics, and business responsibility. Other major subclassifications are in management and marketing, media relations, communication, crisis and issues managements, and public relations profession and practice. (RS)

ED 361 788 CS 508 300

Deetz, Stanley

Corporations, the Media Industry, and Society: Ethical Imperatives and Responsibilities.

PUB DATE- May 93
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ethics; *Futures (of Society); Higher Education; *Mass Media; Media Research; *Moral Values; Social Problems
IDENTIFIERS- *Business Media Relationship; Corporations; Media Government Relationship; *Media Ownership; New World Information Order; Public Awareness

Noting that scholars are beginning to take the relation between media corporations and other commercial corporations as seriously as they have traditionally taken the relation between the state and the press, this paper focuses on the public's belief that media are largely apolitically and value neutral. The paper argues, however, that the media are clearly value-laden, advocating consumer life styles and the legitimacy of corporate domination. The paper situates this argument in the larger context of a "new world order" where competing value-laden institutions are especially weak, where media messages are diverse, and where the need for new public political forums are great and the prospects for them bleak, and hence where the possible effects of this domination are greater. The paper then suggests ways to reclaim the public value debate. The paper concludes that it may ultimately become the responsibility of the academic to serve as watchdog for both corporation and state, since the leap required to consider a variety of values including social good, collective development as well as objectivity, free enterprise, and individuality is more likely

ED 361 808 CS 508 320

Yssel, Johan C.; And Others
Generation X and Objectionable Advertising: A Q-Sort of Senior Advertising Students' Attitudes toward Objectionable Advertising.
PUB DATE- Aug 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Audience Awareness; College Seniors; Higher Education; Mass Media Effects; Media Research; Periodicals; Q Methodology; *Sexuality; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Advertising Effectiveness; Generation X

A study investigated what a group of 29 senior advertising students, part of "Generation X," at a midwestern university found "objectionable" in 35 selected contemporary magazine advertising executions. Using a Q-sort, students ranked the advertisements and completed a personal interview. The majority of the advertisements that students found "objectionable" featured nudity and explicit sexual suggestiveness. The Q-study concurs with related research in the field. It supports the finding that the use of nudity and sexual suggestiveness in advertising involves risk for the advertiser. Most, if not all, of the advertisements were targeted toward Generation X. Yet, members of this group found the advertisements to be objectionable, which raises the point: how much, or how little, is known about this consumer segment. (Two tables of data and 21 notes are included; an appendix presenting descriptions of and data related to each of the 35 advertisements is attached.) (RS)

ED 361 477 CE 064 357

Schools behind Bars: Windham School System and Other Prison Education Programs. A Performance Review.

SPONS. AGENCY- Texas State Comptroller of Public Accounts, Austin.
PUB DATE- Dec 92
NOTE- 605p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Correctional Education; *Cost Effectiveness; Costs; Educational Administration; Educational Certificates; Educational Environment; Educational Facilities; Educational Finance; High School Equivalency Programs; Money Management; Personnel Management; Prisoners; *Program Effectiveness; *Program Improvement; Secondary Education; State Programs; Student Certification
IDENTIFIERS- *Texas

This report presents results of a performance review undertaken to develop recommendations for improving the effectiveness of the Windham School System (WSS) and educational programs in the four privately operated prison units in Texas. (WSS provides educational programs for inmates who do not possess a high school diploma.) Chapter 1 is an introduction. Chapters 2-4 provide an overview of the Texas corrections education program, methodology for assessing WSS and contracts with the two private corporations providing educational services, and results of surveys of wardens, principals, professional education staff, inmates, and employers. Chapter 5 examines program effectiveness. Chapters 6-11 contain the review of each of six systems of prison education operations: organization and management, educational delivery, financial management, personnel management and development, technology management, and administrative and operational services. Each chapter describes the current situation and provides the following: (1) findings (exemplary programs and opportunities for improvement); (2) recommendations; (3) cost savings; and (4) implementation strategies. Chapter 12 summarizes the costs and cost savings that are recommended. Appendixes include onsite audit instruments, survey results, standards for adult and juvenile correctional education programs, technology management recommendations, and list of recommendations for the Texas Prison Education System. (YLB)

ED 361 496 CE 064 428

Single Parents and Displaced Homemakers: A National Problem and Concern. Ohio's Response. A Report on the Carl D. Perkins Vocational Education Act, 1986-1991.

PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; *Displaced Homemakers; *Employment Programs; Federal Legislation; *Females; *Job Training; Minority Groups; *One Parent Family; *Outcomes of Education; Postsecondary Education; Poverty; Program Effectiveness; Secondary Education; State Programs; Whites
IDENTIFIERS- *Ohio

The Carl D. Perkins Vocational Education Act of 1984 included a component focusing on programs for displaced homemakers and single parents. This part of the legislation was precipitated by the following statistics: almost half of all families maintained by single women had incomes below the poverty line; the number of displaced homemakers and single women heading families was very large and growing rapidly; and births to unmarried teens were increasing astronomically. The Perkins Act legislation provided for vocational education and training and expanded services for displaced homemakers and single parents. In Ohio, funds from the program were set aside to expand displaced homemaker and single parent programs, to fund a grant program for tuition and support services for single parents and homemakers through existing delivery systems, and to fund an accountability system, curriculum development outreach, research, and inservice programs related to single parent and homemaker programs and projects. Almost all program participants were female, living in poverty with one or more young children. Participants enrolled in vocational training and then received support services to allow them to participate. A total of $14.1 million was granted to the Ohio projects during fiscal years 1986 through 1991, resulting in 90-152 functioning projects during any one year. Services were provided to more than 17,000 participants, with most of those receiving both occupational training and support services. Average cost per participant was $536. The programs also helped improve the employment prospects and high school graduation rates of participants and reduced reliance on public assistance. (KC)

ED 361 671 CS 011 406

Demers, David Pearce

Community Attachment, Social Priming and Newspaper Reading.

PUB DATE- Aug 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Involvement; Higher Education; Information Sources; *Reading Attitudes; *Reading Habits; Reading Research; *School Newspapers
IDENTIFIERS- *Community Newspapers; *Social Needs

Employing the community attachment model, a study hypothesized that the greater the personal experiences in and the greater the attachments to a community, the greater the reading of the local newspaper. The primary logic is that social ties and feelings of attachment generate needs for information that can be satisfied through reading of the local newspaper. Social priming is a metaphor to describe this process. Data collected through a probability survey of 349 students on a small midwest university campus support the hypotheses. Reading of the campus newspaper was higher among students who were more attached to the community and who lived on or near the campus, and reading was lower among those less attached and among commuter students. (Two tables of data and 23 notes are included.) (Author/RS)

ED 361 690 CS 213 979

McAllister, Elizabeth Jo

A Study To Determine the Effectiveness of a Listening Skills Program on Language Structured Auditory Retention.

PUB DATE- Apr 82
NOTE- 120p.; M.A. Thesis, Salem College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary School Students; Evaluation Methods; Grade 2; *Instructional Effectiveness; Listening Comprehension; Listening Comprehension Tests; *Listening Skills; Primary Education; *Student Evaluation
IDENTIFIERS- Harrison County Schools WV; Listening Research; *SRA Listening Skills Program

A study determined the effectiveness of a listening skills program on language-structured auditory retention. The Language-Structured Auditory Retention Span Test (LARS) was used as the testing instrument, and the SRA Listening Skills Program was used as the structured listening program. Subjects, 20 second-grade students from Wilsonburg Grade School in Harrison County, West Virginia, were given a pretest using the LARS A test. Twenty-four SRA Listening Skills Lessons were presented to the entire class on 24 days with each student being present for at least 15 of the lessons. The LARS B was given as a posttest. The statistical analysis applied to the data was the t-test for related measures. Results indicated a statistically significant difference between pretest and posttest means, and that scores for 17 of the 20 students improved after being presented with the listening skills program. Findings suggest that a structured listening program can increase the listening ability of students. (Six tables of data are included; 21 references, LARS A and B tests and scoring information,and all 24 lessons of the SRA Listening Skills Program are attached.) (Author/RS)

ED 361 846 EA 025 218

Tomalik, Veronica; And Others
Directory of Partnership Programs and Councils. Second Edition. 1992-93.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; Community Resources; *Early Intervention; Elementary Education; *High Risk Students; *Parent Participation; *Partnerships in Education; Preschool Education; *Program Descriptions

This directory contains information for preschool programs, elementary schools, parent organizations, and community agencies on how partnership programs can help young at-risk students. The directory focuses on partnerships that collaborate, using the resources of home, school, and community (HSC) to serve children from birth to 8 years old, and their families. Programs in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas are included. The directory also encourages networking and collaboration among efforts that are using or want to use partnerships to deliver more effective services to at-risk children and their families. Each entry includes the name of the program, address, telephone number, contact person, needs addressed, target audience, staffing, activities and structure, outcomes, and activity most proud of. The first section lists 30 HSC programs, most of which serve preschool children and also offer services to parents. The second section contains 106 two-partner programs, programs that include some combination of home, school, and community areas. A new section includes 11 partnership programs that began after December 1991. A council section that describes eight organizations is also included. (JPT)

ED 361 515 CE 064 457

Quezada, Shelley; Nickse, Ruth S.
Community Collaborations for Family Literacy Handbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Agency Cooperation; Community Coordination; *Cooperative Programs; *Coordination; Financial Support; *Library Cooperation; Library Role; *Literacy Education; Program Design; *Program Development; Program Implementation; State Programs; Statewide Planning; Technical Assistance
IDENTIFIERS- *Family Literacy; Massachusetts

This handbook records the joint planning process for development of a family literacy program suited to each of six Massachusetts communities. Part 1 discusses the national background to collaborative projects, national educational goals and concept of family and intergenerational literacy programs, justification for family literacy, libraries' role in family literacy, and sources for funding and technical assistance. Part 2 focuses on the Community Collaborations for Family Literacy Project. It discusses background and need in Massachusetts, the state context, project design, project methodology, technical assistance and events, project evaluation, data gathering methods, impact, and evaluation results. Part 3 reports lessons learned: reasons for community participation, characteristics of successful collaboration, elements of successful collaboration, key elements of collaboration in support of family literacy, and barriers to collaboration. Part 4 provides steps for local communities to consider in the development of a collaborative project: guidelines for effective community collaborations, 3 steps for Massachusetts Board of Library Commissioners, 11 steps for state policy makers, and steps to teach collaboration skills. Appendixes include the following: 40-item annotated family literacy resource collection for parents and teachers, 44 resources for family literacy and community collaboration program development, 8 audio/video resources, and project instruments and agendas. (YLB)

ED 361 533 CE 064 495

Beaudin, Bart P.
Kodak Skills Enhancement Program. U.S. Department of Education National Workplace Literacy Project. Final Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 22 Jan 93
NOTE- 44p.; For appendices B-D, see CE 064 235-237.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; *Corporate Education; Curriculum Development; Educational Needs; *Functional Literacy; Information Dissemination; Literacy Education; Needs Assessment; *Program Effectiveness; *Skill Development

IDENTIFIERS- *Kodak Skills Enhancement Program; *Workplace Literacy

The Kodak Skills Enhancement program was a workplace literacy project funded through the U.S. Department of Education's National Workplace Literacy Program. The project goals were as follows: (1) establish a positive climate within the Kodak corporate environment to ensure program effectiveness by garnering support at all levels; (2) determine the workplace literacy needs of Kodak's Colorado division; (3) write a performance-based functional context literacy curriculum for three targeted functional job groupings; (4) develop and use a multistrand model for implementing a workplace skills enhancement program; (5) evaluate the program's effectiveness and efficiency; and (6) make project models available for replication throughout the industry. An independent evaluation confirmed that all of these goals were met. Employees' workplace literacy needs were assessed through observations and interviews, focus groups, supervisory input, and individual assessment. Performance-based literacy training modules emphasizing reading, math, and writing skills were developed and delivered along with management awareness training, a skills enhancement center, peer tutoring, and group instruction. The project models were disseminated at national and state conferences and through a network of northern Colorado manufacturing organizations. (The external evaluation report is appended. Appended to it are interview guidelines and survey forms for Kodak employees and supervisors.) (MN)

ED 361 608 CG 025 002

Aggression and Violence in Youth.

PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Aggression; *Child Behavior; Children; Juvenile Gangs; Mass Media Effects; Parent Role; Peer Influence; *Violence; *Youth Problems

This booklet was written to provide an understanding of aggression and violence in youth. Its purpose is to help parents, professionals, and other concerned citizens prevent or reduce these potentially dangerous behaviors. The introduction notes that many experts agree that aggression and violence are on the rise in America. The first section of the booklet contains a set of questions and answers about aggression and violence, how and why children learn to be aggressive and violent, sex differences in aggression and violence, peer pressure, gangs, violence on television, alcohol and violence, and physical punishment. Other sections explain four stages of aggression and violence and list emotional and behavioral warning signs of aggression. A checklist is provided on common forms of aggression observed in problem children, including aggression as an attention getting device, as the acting-out of a mental disorder, as a result of overprotection, as a result of maturity fantasies, as a result of insecurity, as a result of effeminacy, and as a result of oral needs. Also included is a partial list of family conditions that can increase aggressive or violent behaviors. The next section contains a checklist of helpful suggestions about how parents can prevent or reduce aggressive and violent behaviors in their children. The booklet concludes with a list of agencies and professional to contact for help with aggressive and violent youth. (NB)

ED 361 650 CS 011 385

Langer, Judith A.

Approaches toward Meaning in Low- and High-Rated Readers. Report Series 2.20.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Protocol Analysis; *Reader Response; Reading Ability; Reading Comprehension; *Reading Processes; Reading Research; Reading Strategies; Secondary Education; Secondary School Students
IDENTIFIERS- Aesthetic Reading; Meaning Conditions; Reading Uses

To better understand the nature of students' approaches to literary understanding, a study compared the meaning-making approaches of traditionally judged above and below average readers. In all, 144 protocols were analyzed from 24 students (12 seventh graders and 12 eleventh graders, half in each class judged as above and half as below average performers). Think-aloud tape recordings were transcribed and analyzed. Findings suggest a similarity in better and poorer readers' overall approaches toward meaning. They seemed to move from a search for initial ideas into a meaning-development mode at similar points in their reading. However, the quality of their envisionments differed markedly, and the difference seemed to be influenced by their differing expectations about the kinds of understandings they would gain from each kind of reading experience. From early on, the better readers set a primary purpose for reading (to engage in a literary experience or to gain discursive understanding), and these expectations guided the kinds of information they sought and the meanings they developed. In contrast, the poorer readers seemed less aware of the different representations that were appropriate for each particular type of reading. While poorer readers arrived at discrete local meanings, there was no overriding end toward which they were building, leading them to create more fragmented envisionments from which they were more easily dislodged. (Seven tables of data are included; 64 references are attached.) (Author/RS)

ED 361 729 CS 214 024

Wills, Howard
Writing Is Learning: Strategies for Math, Science, Social Studies, and Language Arts.
PUB DATE- 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Art Education; Journal Writing; Letters (Correspondence); Mathematics Instruction; Science Instruction; Secondary Education; Social Studies; Student Motivation; *Student Writing Models; *Writing Across the Curriculum; *Writing Assignments
IDENTIFIERS- *Writing to Learn

Writing activities can be used to cultivate students' enthusiasm for learning. This book shows teachers how to introduce their students to the benefits of writing in a variety of subjects including math, language arts, science, social studies, and art. Each chapter in the book includes an observation that allows readers to enter a classroom and see how the teacher uses specific writing assignments to sustain and deepen students' interaction with subject matter. Each chapter also includes examples of student writing that resulted from each activity; detailed discussion showing how the writing exercises benefited students and teachers; writing prompts; and strategies to evaluate and comment on student writing. Chapters in the book are: (1) Getting Started: Journals and Learning Logs; (2) Putting Ideas in Order: Narratives and Problem Solving; (3) Becoming More Specific: Definitions and Reviews; (4) Organizing Information: Summaries; and (5) Summing Up: Letter Writing. An introduction begins the book and an epilogue is attached. (RS)

ED 361 749 CS 508 195

Hendrix, Katherine Grace
Guess Who's Coming To Lecture?: Two Case Studies in Professor Credibility.
PUB DATE- 15 Feb 93
NOTE- 40p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Faculty; Communication Research; *Ethnic Bias; Higher Education; Qualitative Research; *Speech Communication; Student Attitudes; Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- Ethnic Differences; Race Fairness

Qualitative case study is used to explore the conceptualization of "teacher credibility" and to examine the effect of race upon perceptions of credibility. Non-participant observation, semi-structured interviews, and open-ended questionnaires reflect methods used to collect data from two social science professors and their students. Both professor participants are male, of similar age, and possess comparable teaching experience at the collegiate level. However, they are of different races, one is Black, the other white. Data from four of their students represent the students' perspectives on professor credibility as a white and Black male enrolled in a social science course taught by a white male professor and a white and Black male enrolled in a related course taught by a Black male. Six phenomena of particular interest emerge during data analysis: (1) the existence of group and institutional credibility; (2) the temporal nature of credibility; (3) the presence of camaraderie and personal relationships among departmental faculty; (4) shared student and professor identity and the need for biculturalism on the part of Black professors; (5) the continued presence of "self" teacher concerns for the Black professor; and (6) the potential of researcher race influencing the study results. (Fifty-two references and a professor credibility survey instrument are attached.) (Author/RS)

ED 361 828 EA 025 038

Creemers, Bert P. M.
Towards a Theory on Educational Effectiveness.
PUB DATE- Jan 93
NOTE- 31p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Norrkoping, Sweden, January 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Improvement; *Educational Quality; Effective Schools Research; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; *School Effectiveness; Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Netherlands

Research on school effectiveness has shown that schools differ in regard to outcomes of comparable groups of students. Some schools are found to be more effective than others and these more effective schools have identifiable characteristics that help them excel. Outcomes measured to determine educational effectiveness include basic skills and knowledge, compensation or equity, social skills and attitudes, higher order skills, and several newer educational objectives. Educational effectiveness provides and requires a holistic theory on education, dealing with input, process, context, and products of education. Other criteria are sometimes used, such as expenditures, to determine effectiveness. A useful theory about important factors in the input of education must include factors like the student's and teacher's backgrounds and personal and financial resources for education. It is also important to distinguish between the significant factors at the class and school levels that contribute to educational effectiveness. Research on educational effectiveness needs to develop better designs for survey studies, better process measures, and better use of statistical techniques. (Contains 45 references.) (JPT)

ED 361 867 EA 025 244

Nehring, James
The Schools We Have, The Schools We Want: An American Teacher on the Front Line.
PUB DATE- 92
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Development; Fiction; High Schools; *School Restructuring; *Teamwork; *Theory Practice Relationship

What happens when the rhetoric of school reform meets the realities of school change? In this book, a teacher offers a down-to-earth, very personal, often funny account of what life is like in a middle-class, suburban high school where teachers, students, and administrators struggle against school bureaucracy, inertia, and the difficulty of change. This is a story, not a report. It is an insiders perspective and is a work of fiction. Though it draws heavy on the author's own experience and is intended to be realistic, it does not suggest any particular instructional strategy or organizational theory. It gestures toward certain truths about teaching, learning, and instructional change. Through stories that inform as well as entertain, the author gives an up-close and realistic view of what happens when research-driven models for school reform meet the very messy, human reality of school. (RR)

ED 361 887 EA 025 274

Brown, Ric; And Others
Site-Based Evaluation Strategies.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Program Development; *Program Effectiveness; Public Schools; *School Based Management

One goal of site-based management in schools is to move decision making on policy issues closer to the point of implementation. Therefore it is important for teachers and administrators at a site to have the information and assistance necessary to make informed decisions. To help site personnel gain this information and evaluate data, a "site friendly" template for program evaluation has been developed. The template is presented in this document. It includes categories for project title, overview, need, goals, objectives, activities, assessment, relationship to district mission, relationship to other programs, time line, and budget. A blank assessment is included as well as one that has been filled out as an example of how the evaluation form is used. (JPT)

ED 361 907 EA 025 305

Miller, Harrell G.; Aboudara-Robertson, Laurie

Redwood Middle School Responds to the Interdisciplinary Challenge. Practitioner's Monograph #14.

PUB DATE- May 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Educational Innovation; High School Students; *Integrated Curriculum; *Interdisciplinary Approach; Junior High Schools; *Middle Schools; School Restructuring; Secondary School Teachers
IDENTIFIERS- Middle School Students; Napa Valley Public Schools CA

This paper describes a middle-level reform effort implemented at Redwood Middle School in Napa, California. The school has been identified as an exemplary middle school that effectively combines affective and cognitive experiences for its students. In this monograph, the principal describes how the school's teachers developed a culture that supports their interdisciplinary work. The restructuring plan had three major components--interdisciplinary units of study, teacher/team empowerment, and student/school connectedness. The process through which the academic teams and departments were linked is described in detail. The process has been in use for 18 months and has developed 12 interdisciplinary study units. Outcomes of the interdisciplinary curriculum include reduced teacher isolation, increased teacher and student enjoyment of course work, and increased productivity. An interdisciplinary unit timeline and information on California League of Middle School publications are included. (LMI)

ED 361 927 EC 302 394

Ysseldyke, James E.; And Others
Educational Outcomes and Indicators for Early Childhood (Age 6).
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 93
NOTE- 26p.; For related documents, see ED 354 661, ED 359 691, and EC 302 393.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Developmental Stages; *Disabilities; Educational Experience; Evaluation Methods; *Models; *Outcomes of Education; Preschool Children; Preschool Education; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Educational Indicators

As part of its response to the current emphasis on educational reform and accountability, the National Center on Educational Outcomes (NCEO) has been working with federal and state agencies to facilitate and enhance the collection and use of data on educational outcomes for students with disabilities. In doing so, it has taken an inclusive approach, and this document presents a model of early childhood outcomes at age 6 and the indicators of these outcomes for all children, both those identified as having disabilities or developmental delays (or being at risk for developing them) and those without disabilities; that is, all 6-year-old children in educational and day care programs. This report describes: (1) a conceptual model of domains and outcomes; (2) possible indicators for each outcome; and (3) steps toward identifying sources of data for indicators. The conceptual model depicts educational resources (inputs and contexts) influencing learning opportunity and process, which in turn influence eight outcome domains that have a return influence on both the resources and opportunity/process. A breakdown of outcome domains are given in tabular form; they include physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, satisfaction, presence and participation, and family involvement/accommodation and adaptation. Indicators are numbers or other symbolic representations; they are usually presented as percentages or rates on the national and state levels. A tabulation of possible indicators for outcomes at age 6 are given in the next part of this document for each of the eight domains. This is followed by a sample of possible sources of data for 7 of the 10 indicators within the physical health domain. A list of contributors to the development of early childhood outcomes, including the members of the NCEO National Advisory Committee, and an annotated list of six supporting documents concludes the report. (JDD)

ED 361 630 CG 025 025

Brennan, Judith; Lynch, Stephen
Breaking Ground: Carving New Forms for Resolving Conflict.
Project Seed.
PUB DATE- Jul 93

NOTE- 13p.; For other titles in this series, see CG 025 019-026.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conflict Resolution; Elementary Education; *Elementary School Students; Interpersonal Competence; Parent Education; *Problem Solving; *Self Esteem; *Special Education

One of eight papers from Project Seed, this paper describes a conflict resolution program co-facilitated by a special educator and a guidance counselor and designed to help young students who have conflicts with authority figures in school and elsewhere, as well as those students with low self-esteem and poor social skills. The project described includes small group work with students, classroom lessons, teacher in-services, and parent education. Making Better Choices, a series of lessons developed by Walt Harris of the University of Maine, is used in the program along with basic principles of self-esteem and social problem solving. It is noted that the program requires a minimum financial investment and can be adapted for use in other schools. Program participants, goals, and anticipated outcomes are described. Procedures and instructions are presented in six steps: (1) partner facilitators review materials and schedule meeting times to prepare and plan lessons; (2) small groups of four to seven students are formed and begin to meet; (3) staff are trained in the use of Making Better Choices; (4) cooperative classroom lessons are implemented; (5) parents are included in the program; and (6) changes and adaptations in the program are considered. Resources needed to implement the program are discussed, and costs are considered both in terms of money and in terms of staff time. (NB)

Roberts, Patricia L.
A Green Dinosaur Day: A Guide for Developing Thematic Units in Literature-Based Instruction, K-6.
PUB DATE- 93
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; *Class Activities; Content Area Reading; Dinosaurs; Elementary Education; Integrated Activities; Interdisciplinary Approach; Student Evaluation; *Teaching Methods; *Thematic Approach; Units of Study; Whole Language Approach

Using a dinosaur unit as an example throughout the chapters, this book presents an organizational plan for developing a thematic unit for literature-based instruction for grades K-6. The book is designed as a resource for preservice and inservice teachers new to literature-based instruction. The book shows how a content topic can be used as a theme and infused with a literacy curriculum and provides ideas for integrating social studies, natural sciences, and other curriculum areas. The book also offers approaches for assessing and evaluating student progress. Chapters in the book are: (1) How May I Plan a Thematic Unit?; (2) How May I Infuse a Literacy Curriculum in a Literature-Based Classroom?; (3) What Literature Base Is Available for My Thematic Unit?; (4) What Teaching Techniques and Class Organizational Plans Are There?; (5) How May I Integrate Social Studies and Expressive Arts?; (6) How May I Integrate Mathematics and Science?; (7) What Resources Are Available to Me?; (8) How Can I Meet the Needs of Diverse Students; (9) How May I Assess and Evaluate?; and (10) What Research Supports Literature-Based Instruction. Guidelines for substitute teaching, a checklist for reviewing this book, a 178-item annotated list of dinosaur books, and 26 reproducibles to support the dinosaur unit are attached. (RS)

to come from academe. (Contains 85 references.) (NKA)

ED 361 789 CS 508 301

Skinner, Ellen R.; Slater, Michael D.
Family Communication Patterns, Rebelliousness, and Adolescent Reactions to Anti-Drug PSAs.
PUB DATE- May 93
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Communication Research; *Drug Education; Family Characteristics; High Schools; High School Students; Parent Child Relationship; Persuasive Discourse; *Student Attitudes; Substance Abuse
IDENTIFIERS- *Family Communication; *Public Service Advertising

A study investigated the proposition that the ability of family communication patterns (FCP) and related measures to predict reactions to anti-drug messages is in part contingent on adolescent rebelliousness. Fifty-one adolescents (ages 15-18) in high school health classes saw six anti-drug PSAs, and indicated the extent to which they considered the messages believable and likely to persuade them and people they knew. Respondents were blocked with respect to revised FCP, rebelliousness, and substance abuse. As predicted, rebellious adolescents from conformity-oriented families considered the messages relatively less believable, and the non-rebellious adolescents from conformity-oriented families considered the messages relatively more believable. No effects on perceived message persuasiveness were found, nor were predicted relationships between conversation-orientation and extent of drug use and assessments of believability and persuasiveness statistically significant. (One table of data is included. Contains 27 references.) (Author/RS)

ED 361 809 CS 508 321

Johnson, Keith F.

Team Peer Evaluations: A Student-Generated Quantitative Measurement of Group Membership Performance.

PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; College Students; Evaluation Criteria; Evaluation Methods; Group Dynamics; Higher Education; *Peer Evaluation; Student Developed Materials; *Student Evaluation; Teamwork
IDENTIFIERS- Advertising Education

Students in an advertising research course at a large southern university were assigned to teams for a semester project and developed an instrument to evaluate their peers in the group. Students identified approximately 30 characteristics of working as a member of a team and later honed down the list to 14 individual characteristics. An overall assessment and an open-ended area for positive or negative comments were included in the instrument. Criteria developed by the students include: (1) attendance at group meetings; (2) devotes time to the project; (3) does quality work; (4) communicates with the team; (5) is a team player; (6) and shows initiative. The evaluation instrument was designed by the instructor to stress confidentiality and ease of administration. Since the first use of the instrument, five executions over three semesters have been used (in advertising research and advertising campaign courses). The instructor computes a numerical score for the evaluations, using one of a number of distribution-of-points systems. To allow an instructor to investigate a team member receiving a poor evaluation, team members supply their social security number on the instrument. While the evaluation system takes some instructor time to prepare the instrument and compute the points, it also recognizes that the student can be in a better position than the instructor to evaluate each team member's performance. (Three tables are included--forms for listing individual characteristics of contributions, for presenting the overall assessment measures, and for presenting a sample computation of peer points. A sample instrument is also included.) (RS)

ED 361 478 CE 064 358

Study of Preparing a Skilled Workforce for the 21st Century. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 18.
SPONS. AGENCY- Virginia State General Assembly, Richmond. House.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Competence; *Employment Patterns; Employment Potential; Futures (of Society); Higher Education; Job Placement; *Job Skills; *Labor Force Development; Literature Reviews; *Manufacturing; Manufacturing Industry; Postsecondary Education; *Program Effectiveness; *Public Education; School Business Relationship; Secondary Education; State Surveys; Statewide Planning
IDENTIFIERS- *Virginia

A project was conducted in response to House Joint Resolution (HJR) 143 to determine the efficacy of Virginia public education institutions in preparing a skilled work force for the 21st century. It focused on complex manufacturing technology to identify and implement model procedures for studying other occupational areas. Information was obtained from the literature, representatives of manufacturing businesses, and educators at the secondary, community college, and senior college or university levels. Data collection methods included a mail survey, interviews, and two meetings of educators and business personnel. Findings based on 15 completed surveys (six from large businesses and nine from small businesses) indicated the following: a pattern of little or no employment of entry-level and first-line supervisory personnel by manufacturing firms; employers could be very selective in hiring; no consideration is given to applicants lacking critical competencies for employment; and educators are concerned about placing graduates. Business personnel and educators identified the critical competencies. The major conclusion was that the Virginia work force would not be prepared unless critical competencies were developed. Recommendations focused on coordinating statewide work force preparation efforts and implementing the development of the critical competencies at secondary schools, community colleges, and higher education institutions. (Appendixes include HJR 143, model procedures for study of an occupational area, instruments, entry-level worker and first-line supervisor competencies, and programs from the two meetings.) (YLB)

ED 361 553 CE 064 542

A Feasibility Study of Youth Apprenticeship in Arkansas.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock.
Div. of Vocational and Technical Education.
PUB DATE- Apr 91
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations; *Apprenticeships; Career Education; Educational Benefits; *Educational Change; *Education Work Relationship; Equipment Maintenance; Experiential Learning; Feasibility Studies; Food Processing Occupations; Food Service; Group Discussion; High Schools; Information Services; Laboratory Technology; Labor Force Development; Metal Working; Needs Assessment; Parent Attitudes; Postsecondary Education; *Program Design; Quality Control; Rural Areas; Self Employment; Skilled Occupations; Statewide Planning; Student Attitudes; Vocational Education; Work Experience Programs; *Youth Programs
IDENTIFIERS- *Arkansas

A study assessed the feasibility and attractiveness of youth apprenticeship in Arkansas in over 80 interviews with employers in 5 key Arkansas industries and occupations. They were allied health, food processing (equipment repair and maintenance and lab technician/quality control), information services, metalworking, and self-employment and options for rural areas. Findings indicated a tremendous need for youth apprenticeship in the growing allied health services industry and a need for electronic industrial machinery maintenance and repair technicians to work on equipment being adopted in food processing and to fill shortages in a range of manufacturing firms. Particularly in rural areas, a youth apprenticeship program in small-scale retail management seemed an option. With some design changes, an existing metalworking apprenticeship could be a valuable experiment in apprenticeship in rural areas. Good career advancement and learning opportunities existed for youth apprentices in food service management. Undetermined design options were teaching team, classroom location, optional postsecondary years, program start in Grade 11 or 12, and opportunities for adult workers. (An executive summary that begins the report is followed by a summary of results of focus groups to gauge student and parent interest in youth apprenticeship. Appendixes include a list of interviewees; maps of county business patterns; and two papers--"Integrated Work and Learning" and "Youth Apprenticeship in Health Services for Arkansas.") (YLB)

ED 361 572 CE 064 574

Tech Prep Program. FY 92 Report.

SPONS. AGENCY- Illinois State Board of Education, Springfield.
Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Allied Health Occupations; *Allied Health
Occupations Education; *Articulation (Education); *College
School Cooperation; Cooperative Programs; Coordination;
*Curriculum Development; Educational Cooperation; High Schools;
Institutional Cooperation; Integrated Curriculum; *Medical
Laboratory Assistants; Program Development; Program
Implementation
IDENTIFIERS- City Colleges of Chicago IL Malcolm X College; Tech
Prep

This report of the Malcolm X College Tech Prep program begins with a one-page overview of the first 4 months of funding. It describes establishment of advisory and program planning committees to plan and develop a curriculum to offer dual high school/college credit, enrollment of students from two high schools, and assessment testing of students. Appendix A contains two quarterly reports on planning of the Health Occupations Tech Prep program. Appendix B lists Advisory Committee members and contains meeting minutes. Appendix C provides minutes of the program planning committee meeting that cover coordinator responsibilities, tentative timetable, curriculum development, and fund raising. Reports on the dual high school/college course curricula and hospital practicum are found in Appendix D. In this appendix are found the following: approved courses and recommended semester offerings; make recommendations for the biology component; and provide the syllabi for secondary English III (British literature) and college English 101 (composition), chemistry 100/121, math 110, and introductory/general psychology 201 and outline of the hospital practicum. Appendix E consists of reports of the DuSable High School Project that list requirements for the medical technician preparation program and tasks to be accomplished, describe the program and courses, and outline core curricula. Appendix F contains articulation agreements between Malcolm X College and the high schools. (YLB)

ED 361 591 CE 064 612

Corley, Mary Ann; And Others
Program and Provider Perspectives on Developing Indicators of Program Quality for Adult Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 92
NOTE- 126p.; For related documents, see ED 349 439-441, ED 352 499, and CE 064 613-614.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Community Colleges; Community Organizations; Community Programs; Curriculum; *Educational Assessment; *Educational Quality; *English (Second Language); Literacy Education; Outcomes of Education; Postsecondary Education; Program Content; Program Design; Program Development; Program Effectiveness; School Holding Power; Staff Development; Student Development; Student Recruitment; Two Year Colleges; Voluntary Agencies

This document presents seven papers prepared by experts in the field of adult education on the issues related to developing and implementing quality indicators from the perspective of their program areas or organizational affiliations. "Indicators of Program Quality for Adult Basic Education" (Mary Williams) addresses the appropriateness of indicators of program quality that were developed by Pelavin Associates for adult basic education (ABE). "Indicators of Program Quality: An ESL Programming Perspective" (Inaam Mansoor) examines Pelavin's sample outline of proposed areas in which indicators would be addressed in English as a second language and some sample data elements for the indicators. "Indicators of Program Quality: Adult Secondary Education Programs" (Mary Ann Corley) suggests a repositioning of some indicators, a more specific detailing of others, and the addition of one new indicator. "Quality Indicators of Adult Education Programs for Local Education Agencies" (Connie Eichhorn) suggests additional indicators and dimensions more applicable to local agency programs. "Community College Delivery of ABE: Measuring Effectiveness" (Donna Lane) describes the community college system in Oregon and appropriate indicators. "A New Framework for Assessing Program Quality: Meeting the Challenge of the National Literacy Act of 1991" (Sondra Stein) suggests a shift in the proposed approach to ensure proper evaluation of programs offered by community-based providers. "Indicators of Program Quality for Volunteer Literacy Programs" (Kevin Smith) suggests a set of program quality standards specific to volunteer literacy programs. A list of the sample quality indicators used as a guide by the paper writers is appended. (YLB)

ED 361 672 CS 011 407

Huh, Hyun-Joo Lee
The Effect of Newspaper Picture Size on Readers' Attention, Recall, and Comprehension of Stories.
PUB DATE- Aug 93
NOTE- 43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Layout (Publications); *Newspapers; *Photographs; *Reading Comprehension; Reading Research; *Recall (Psychology); Undergraduate Students
IDENTIFIERS- Attention Theory; Journalism Research

A study investigated whether the presence or size of a photograph accompanying a story affects readers' attention, recall, and comprehension of newspaper articles. The three hypotheses postulated are: (1) readers are more likely to pay attention to stories on a page which includes a large photo than to stories on a page containing a small photo or a page containing no photo; (2) readers are more likely to recall a story accompanied by a large photo than a story accompanied by a small photo or by no photo; and (3) readers will better comprehend a story accompanied by a large photo than a story accompanied by a small photo or no photo. At Syracuse University, 123 undergraduate students reported their attention, recall, and comprehension of a story presented in three versions of a front page of the daily student newspaper--one with a big picture, one with a small picture, and one with no picture accompanying the story. Results supported all three hypotheses. Findings suggest that not only did the use of a picture make people read, recall, and comprehend news stories, but that the use of a larger picture appears to be related to greater recall and comprehension of the story. The presence of a larger picture caused readers to read more of the accompanying story resulting in a greater recall and better comprehension of the story, than when the effects of each were examined individually. (Eight tables of data and 31 notes are included, and the three versions of the front page are attached. Contains 31 references.) (Author/RS)

ED 361 691 CS 213 983

Yahr, Michael A.

Humanistic Insights into Managing Diversity: The Humanities/Management Partnership.

PUB DATE- Apr 93
NOTE- 15p.; Revised version of a paper presented at the Annual Languages and Communication for World Business and the Professions Conference (12th, Ypsilanti, MI, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Administration Education; Communication Skills; Cross Cultural Studies; *Cultural Awareness; *Cultural Context; Cultural Pluralism; Curriculum Enrichment; *Global Approach; Higher Education; Humanistic Education; Multicultural Education
IDENTIFIERS- China; Japan

Global managers of the 1990s and beyond must have definitive impacts on their work environments. Among the skills they need to possess are the abilities to adapt to new and fast-changing situations and to interact with people who view the business world from varied perspectives. A humanities/management partnership offers a viable and effective approach to producing such managers. The process of management is a culture-specific phenomenon. Culture largely determines how labor is treated, employed, and motivated; how corporations are structured; and how decisions are formulated. Because the countries bordering the Pacific Ocean will play a central role in international trade and relations in the coming decade and beyond, texts, ideas, themes and issues from China and Japan can be utilized by management faculty to foster cross cultural appreciation in an increasingly interdependent world. Internationalization of the curriculum is a process that suggests collaborative teaching efforts. Strategic management may be used to both conceptualize and bring about a humanities/management partnership using specific measurable outcomes and objectives to facilitate the integration of new cultural materials. (Contains 15 references.) (NH)

ED 361 730 CS 214 025

Loux, Ann Kimble; Stoddart, Rebecca
Denial, Conflagration, Pride: Three Stages in the Development of an Advanced Writing Requirement.
PUB DATE- Mar 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Curriculum Development; Faculty Workload; Higher Education; Portfolios (Background Materials); Undergraduate Students; *Writing Across the Curriculum; Writing Evaluation; *Writing Improvement
IDENTIFIERS- *Faculty Attitudes; Portfolio Approach; Saint Marys College IN

General satisfaction with the achievements of an introductory writing-across-the-discipline program led faculty of Saint Mary's College (Indiana) to believe students were capable of sustaining comparable progress in their majors. Subsequently, the faculty spent between three and four years working out procedures for a new advanced writing requirement for graduation. Because portfolios had proved successful in introductory writing courses, teachers of majors' courses decided to use a similar collection and review process for advanced writing. The faculty of each department developed their own criteria for advanced writing, with only general models and advice from writing program directors. The summer before beginning gradual implementation, responses to a questionnaire revealed that a number of faculty expected that advanced writing would not affect the major, a "denial" response which indicated they were unwilling or unable to conceptualize integrating writing assignments and content. During the second year both faculty and student frustration with the new requirement reached its height--the "conflagration" stage had set in. Many faculty were overwhelmed by a sense of inadequacy and despair. The most common objection was the complaint that teaching writing took too much time and the results were not worth it. Finally, in its third year, the requirement began to develop "ego strength," arising in large part from thorough groundwork and from trust and responsibility. Portfolio reviews became more pleasurable than painful, in many cases occasions of pride for both teacher and student. By graduation in 1992 there was a pervasive sense among faculty that student writing had improved substantially during the previous three years and that this improvement was a

ED 361 770 CS 508 282

Hayward, Pamela A.

When Novelty Isn't Enough: A Case Study of Students' Reactions to Technology in the Classroom Environment.

PUB DATE- Apr 93

NOTE- 20p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Communication; *Classroom Environment; College Freshmen; *Computer Centers; Facility Case Studies; Freshman Composition; Higher Education; Laboratories; Speech Instruction; *Student Attitudes; Teacher Student Relationship

IDENTIFIERS- *Learning Environment; Student Surveys

To study the extent to which environment affects or controls learning and communication, an exploratory case study examined the effects of a "novel" classroom environment on student and teacher interaction within the classroom. Freshman students in a traditional expository writing and speaking course at a large midwestern university met in a computer lab where they sat in office-style swivel chairs, each at a terminal. Classroom observations revealed a number of problems which included: (1) the terminals prevented interaction across tables; (2) the terminals presented obstacles during speeches--speakers had to "skip" over the computer to have eye contact; (3) the view of the instructor was hindered; and (4) the office-style swivel chairs made a distracting, squeaking noise. A survey which was administered to all 16 students present during the last observation revealed the majority (94%) found the facility to be moderately adequate to very poor, and 31% felt the presence of computer equipment distracted from the quality of their work, while 25% felt it barely distracted at all. Educators need to take a close look at what is happening in their classrooms due to the physical surroundings. (Author/NH)

ED 361 847 EA 025 219

Berlin, Roberta L.

Fact and Fancy of Wisconsin's Accountability Reporting Standard:
A Comparison of Two Suburban Districts.

PUB DATE- Oct 91
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Objectives; Elementary Secondary Education; *Program Evaluation; Public Schools; *School Effectiveness; School Restructuring
IDENTIFIERS- *Wisconsin

Schools have traditionally been accountable for management of educational programs, while students were held responsible for academic achievement and personal success. Recent reform and restructuring efforts have increased the responsibility of schools for student outcomes. Wisconsin has shifted responsibility for student outcomes to the individual schools. This accountability standard assumes that school performance can be judged by student performance. It was thought that public access to student outcome information would foster school improvement. Two school districts thought to be in full compliance with the accountability standards were studied. The study sought to identify management strategies and conditions that facilitated successful implementation of the performance-disclosure report. Also, districts were evaluated to determine if they were in active or passive compliance and if the goals and objectives published in the reports were reflected in school-site programming. The study found that the accountability standards overall create minimal expectations for districts, and the accountability reporting had only limited influence on education practices. The findings do not support suggestions by policy makers that there are links between accountability reporting and school improvement and responsiveness. Attachments include descriptions of the districts examined and goals and objectives. (Contains 16 references.) (JPT)

ED 361 888 EA 025 275

Muller, Chandra
Parent Involvement in Education and School Sector.
PUB DATE- Apr 93
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Catholic Schools; Educational Environment; Elementary Secondary Education; Family Environment; Family School Relationship; *Parent Child Relationship; *Parent Influence; *Parent Participation; Parent Role; Public Schools; Regression (Statistics)

Findings of a study that examined the impact of parent involvement on student performance in Catholic and public schools are presented in this paper. Methodology involved regression analysis of the National Education Longitudinal Study of 1988 (NELS:88) database, which contains information on 1,035 schools (802 public and 233 private schools) and findings of a survey and series of standardized tests administered to 24,599 eighth-graders. First, in terms of external involvement, Catholic parents were much more involved than their non-Catholic counterparts. However, Catholic parents and public school parents did not interact differently in the home. Second, a strong verbal relationship between parent and child was an important factor of student academic performance in both public and Catholic schools. Parental regulation of children's extracurricular activities appeared to contribute to improved achievement for public school children, but not for Catholic students. Finally, increased parent involvement in Catholic school activities appeared to facilitate improvements in the performance of all students in the school. The findings suggest that there may be some measurable differences in the climate of public schools compared with Catholic schools and in the association of climate with performance. Much of the differences appeared to be related to the ways parents interact with their children outside the home, in the context of the school and community. Three tables and an appendix containing 12 statistical tables are included. (LMI)

ED 361 497 CE 064 432

Eveland, J. D.; And Others

Case Studies of Technology Use in Adult Literacy Programs. Final Report, Adult Literacy and New Technologies: Tools for a Lifetime.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Jun 92
NOTE- 201p.; For related documents, see CE 064 323 and CE 064 433-438.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Case Studies; Computer Assisted Instruction; Computer Uses in Education; Educational Equipment; Educational Media; *Educational Technology; *Information Technology; Instructional Design; *Instructional Effectiveness; *Literacy Education

A series of sequentially replicated case studies examined the use of information technologies in the context of existing adult literacy programs. Literacy programs offered by the following institutions were studied: Watts Adult Learning Center (Los Angeles, California); Creative Academic Achievement Pro-Success Learning Center (McAllen, Texas); Correctional Education Division, Los Angeles County Jail; Baltimore Reads, Inc. (Baltimore, Maryland); Center for Training and Economic Development Cleveland, Ohio; and United Auto Workers--Ford National Education, Development, and Training program with headquarters in Dearborn, Michigan. Administrators, technical specialists, teachers, and adult learners involved in each program were interviewed to gain information about the features of the technologies used, the contexts in which they are introduced, and factors in integrating new technologies into existing program settings. On the positive side, the interviews established that technology can indeed be effective in adult literacy programs, people enjoy working with technology, and information tools enhance program flexibility. On the negative side, the interviews confirmed that technology can be intimidating, the tools of information technology require learner investment and new skills on the part of teachers, overreliance on information technology is possible, and networking of people and machines is too limited. (Appended are the study interview guides and a list of contact individuals. Contains 26 references. (MN)

ED 361 534 CE 064 496

Assessing Workplace Literacy Training Needs in Minnesota.
Promoting Labor, Industry, Education, and Worker Participation.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jul 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; Cooperative Planning; Educational Cooperation; *Educational Needs; Educational Objectives; Functional Literacy; Incentives; Industrial Training; Marketing; *Needs Assessment; Participation; *Partnerships in Education; Program Design; Records (Forms); School Business Relationship; *Statewide Planning; Unions
IDENTIFIERS- 353 Project; *Minnesota; *Workplace Literacy

This guide presents step-by-step strategies for analyzing workplace literacy training needs through collaborative business, adult basic education (ABE), and worker partnerships. The first chapter provides an overview of literacy in the workplace and highlights challenges currently facing Minnesota and the nation as a whole in meeting needs for a work force with enhanced skills. Chapter 2 discusses these topics: the roles and functions of unions, business, ABE programs, and workers in establishing literacy training programs and outlines procedures for establishing a collaborative workplace literacy planning team. Included among the workplace literacy training needs assessment procedures examined in chapter 3 are worker-centered needs assessments, formal and informal assessments, job and task analyses, basic skills analyses, and appraisals of workers' needs for support services. The following aspects of designing a workplace literacy program are covered in Chapter 4: setting program goals, selecting an educational partner, using curriculum design concepts, and determining instructional approaches and strategies. Chapter 5, which focuses on ensuring meaningful worker participation, discusses marketing programs to workers, compulsory versus voluntary participation, and incentives. Appended are lists of Minnesota and national ABE contacts, a list of eight literacy references, and sample forms. (MN)

ED 361 609 CG 025 003

Juvenile Gangs.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Role; *Crime; Death; Elementary Secondary Education; *Juvenile Gangs; Prevention; School Role; *Violence; *Youth Problems

This booklet is concerned with the issue of youth gangs. A brief introduction provides examples of gang violence and notes that juvenile gangs are not just a problem in large metropolitan areas, but are being established in communities nationwide. Following this introduction is a series of questions and answers about gangs. Questions focus on what a juvenile gang is, why gangs exist, where they can be found, how they can be identified, what a typical gang member is like, whether girls are members of gangs, who is most likely to join a gang, and the relationship of several factors (domestic violence, racism, drugs) to gangs. Other questions consider why youth join gangs; and "Original Gangbusters" ("OGs") or the most violent gang members; and the signs that a juvenile gang exists in a neighborhood. Separate sections consider how and why juvenile gangs develop, factors that make youths vulnerable to joining a juvenile gang, indicators of juvenile gang membership, ways that communities can combat and prevent juvenile gangs, ways that schools can combat and prevent juvenile gangs, and sources of help and information about juvenile gangs. (NB)

ED 361 750 CS 508 223

Radford, Gary P.
The Psychology of Communication or a Communicative Theory of Psychology? Reclaiming "Communication" as the Central Mode of Explanation for Communication Studies.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Psychology; *Communication (Thought Transfer); Communication Research; Higher Education; Information Processing; *Intellectual Disciplines; Models; Theory Practice Relationship

This paper proposes a view of the communication/cognitive psychology relationship which attempts to reclaim the concept of "communication" as being fundamental to the understanding of communication phenomena and thus to the discipline of communication studies. This view is presented in the paper as an alternative to a view which conceptualizes communication as an extension of psychology. The paper offers an account of the relationship between the two disciplines in which an understanding of human cognition must presuppose the ability of people to communicate. In view of the current ferment with respect to the identity of the communication discipline, the paper argues that the concept of communication can, and must, be reclaimed by the communication discipline as its central mode of explanation. (Contains 52 references.) (Author/SR)

ED 361 829 EA 025 126

McGaw, Barry; And Others
Making Schools More Effective: Report of the Australian Effective Schools Project.
PUB DATE- 92
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; Educational Development; Elementary Secondary Education; Foreign Countries; Outcomes of Education; Parent Attitudes; Parent Participation; Participative Decision Making; *School Effectiveness; School Organization; *School Restructuring; Student Attitudes; Student Development; Teachers
IDENTIFIERS- *Australia

Almost a third of all schools in Australia responded to an invitation to express views about how Australia's schools might be made more effective. This report presents the views that schools should have a full-blown view of what Australia wants for its children and youth, and they should be concerned with personal and social as well as intellectual development. Schools should set high but realistic demands for students and find ways to compare students with their own past performance in pursuit of "personal bests." The curriculum should have personal relevance for the students and be broad and balanced. The key to an effective school is seen to be its staff, focused on learning, concerned with individual students' needs, and engaged in their own professional development. Local schools should also have more say than at present in decisions about staffing. Eight chapters comprise the book. Chapter 1, "The Effective Schools Project," describes the ministerial initiative, national consultations, responses to the project, and structure of the report. Chapter 2, "Keys to School Effectiveness," deals with an overview of the research and Australians' view of an effective school. Chapter 3, "The Curriculum in Effective Schools," examines the questions of control, focus, structure, content, implementation, and outcomes. Chapter 4, "Staff in Effective Schools," looks at teachers and teaching and school organizational culture. Chapter 5, "Parents in Effective Schools," covers parent involvement, support, influence, and training. Chapter 6, "Students in Effective Schools," describes purposes for students, experience of the school environment, and relationships in the school. Chapter 7, "From School Effectiveness to School Improvement," examines decision making, resources, and priorities in relation to school improvement. Chapter 8, "Searching for Quality: A Summing Up," investigates national scope, local focus, a basis in research, the contribution of practice, perspectives of research and community, and some implications of the findings. Each chapter uses tables and figures to describe the data of the research. The appendices provide the response form and patterns of responses to the survey by states and territories. (Contains 210 references.) (RR)

ED 361 868   EA 025 245

Chrispeels, Janet Hageman
Purposeful Restructuring: Creating a Culture for Learning and Achievement in Elementary Schools.
PUB DATE- 92
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Design; *Educational Change; *Educational Development; Elementary Education; Outcomes of Education; School Organization; *School Restructuring; Teacher Attitudes

While the call to restructure schools represents the latest qu for reform and improvement in American public education, efforts to improve have always been ongoing in many schools and districts. The eight elementary schools described in this book have been engaged in the processes of improvement for many years. A major theme that emerges from the study of the eight schools is the complex and long-term nature of the change process and the need to address all aspects of the school's organizational life if students' learning is to be improved. The first of nine chapters, Chapter 1, "A Context and Framework for Understanding Change," covers the background of the study, theoretical framework, recurring organizational themes, school change, research and design procedures, and data sources and methodologies. Chapter 2, "School Profiles," discusses the context of the study, demographic profiles, achievement profiles, assessing Whitney Elementary's effectiveness, and cross-case comparison of effective-schools survey results. Chapters 3 to 6 give case examples of Whitney, Sierra, Tahoe, and Yosemite Elementary Schools. Each of these chapters describes the setting, school climate and change, school technology (curriculum and instruction), school organizational structures and procedures, and instructional leadership. Chapter 7, "Increasing School Effectiveness: Lessons from the Eight Case Studies," covers school climate and change, school technology (curriculum and instruction), school organizational structures and procedures, and instructional leadership. Chapter 8, "Teacher Views on School Improvement," includes descriptions of shared decision-making and collaboration, linking school culture and school technology, and leadership by principal and teachers. The final chapter, "Purposeful Restructuring: Lessons from Effective Schools Research and Practice," deals with improved student outcomes, school organizational structures and procedures, curriculum and instruction practices, and school climate and culture. Summary and conclusions are given for each chapter. The first of two appendices gives the San Diego County Office of Education Effective Schools Survey, and the other gives the interview questions for Effective Schools Study. (Contains 306 references.) (RR)

ED 361 908 EA 025 306

School Safety Check Book.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

PUB DATE- 90

NOTE- 220p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Guides; Attendance; *Check Lists; *Discipline; *Educational Environment; Elementary Secondary Education; Models; Safety Education; School Law; *School Responsibility; *School Safety; School Security; School Statistics

Creating a positive school climate and developing a fair and consistently enforced discipline system are fundamental steps in making school campuses safe. Model programs and policies are presented to minimize student and staff victimization risks by helping evaluate where a school district stands in terms of effective school safety and school crime-prevention programs. The publication's four chapters discuss the following topics: (1) school climate and discipline; (2) school attendance; (3) personal safety; and (4) school security. Designed as a practitioner's handbook, each chapter contains the following sections: the issues, assessing the problems, prevention strategies, response strategies, sample programs, bibliography, and an appended assessment survey. Two chapters contain additional appendixes supplying information on attendance policies, the Chicago Network program, and district policies and procedures. (MLF)

ED 361 631 CG 025 026

Newton, Ansley
Students as Mediators. Project Seed.
PUB DATE- Jul 93
NOTE- 7p.; For other titles in this series, see CG 025 019-025.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arbitration; *Conflict Resolution; Elementary School Students; Intermediate Grades; *Peer Relationship; Preadolescents; *Problem Solving; *Self Esteem; *Student Role
IDENTIFIERS- *Peer Mediation

One of eight papers from Project Seed, this paper discusses an 8-week program on conflict resolution used among fourth- through sixth-graders at one school. The program described could easily be implemented in other schools. Through the program, students are trained in a step-by-step mediation process; those students who become Classroom Mediators demonstrate their skill by role-playing a real life situation that needs conflict resolution. It is noted that Classroom Mediators then work in pairs to help mediate situations in both the playground and the classroom. The paper describes the student participants in the program and lists seven basic program goals: (1) to resolve peer disputes that interfere with the education process; (2) to build a stronger sense of cooperation in the classroom; (3) to improve the school environment by decreasing tension and violence; (4) to increase student participation and leadership skills; (5) to develop practical life skills; (6) to improve student-student and student-teacher relationships; and (7) to build self-esteem. Anticipated outcomes of the program are discussed. Procedures and instructions for the program are provided in 10 steps; the duration of the program is described; materials and facilities needed are given; and a bibliography of seven relevant publications is included. The program cost is estimated to be approximately $200-$300 for materials in the first year. (NB)

ED 361 651 CS 011 386

Paterson, Katherine
The Lure of Story.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Reading Programs;
*Childrens Literature; Elementary Education; Literature
Appreciation; Novels; Reader Response; *Writing Processes
IDENTIFIERS- Paterson (Katherine); *Response to Literature

Noting that Katherine Paterson's books are loved by school children everywhere, this paper discusses her engagement with the books she writes and how children respond to them. The paper begins with a brief discussion of the inspiration of one of Katherine Paterson's fairy tales and presents an extended discussion of the motivation behind her writing "Bridge to Terabithia," which was based on events in her own life. The paper also discusses the ways in which Finian O'Shea, an elementary school teacher of sixth-grade students in Dublin, Ireland, managed to get such students to respond to literature. The paper then describes the Vermont Reading Project, a book discussion program for newly literate adults which uses children's books. (RS)

ED 361 711 CS 214 005

Fagin, Larry
The List Poem: A Guide To Teaching & Writing Catalog Verse.
PUB DATE- 91
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Books (010)
DESCRIPTORS- Anthologies; Elementary Secondary Education; Figurative Language; *Poetry; Student Motivation; *Student Writing Models; *Writing Instruction
IDENTIFIERS- Historical Background; *List Poems

Both a guide and an anthology, this book is for teachers (and self-teachers) who would like to explore the list poem, a flexible poetic form that can be used by beginning writers (from kindergarten to 12th grade) as well as by the most sophisticated. The book: offers practical advice on how to teach list poetry; describes how to work with students to inspire them to write interesting and imaginative list poems; offers specific writing ideas for list poems; defines and discusses the nature of list poetry; traces the historical lineage of list poetry from ancient times; and presents more than 200 examples by adults--from classical and modern literature--and today's children. Chapters in the book are: (1) Historical Background; (2) This Little Piggy (Lists and List Poems); (3) Memories; (4) Oxen Should Have Very Small Foreheads (Lists in Sei Shonagon's "Pillow Book"); (5) Parts of the Body; (6) Things to Do; (7) Lining Up My Toys (List Poems about Being Alone); (8) I Went Out with Vanessa del Rio (Using Kenneth Koch's Teaching Ideas); (9) How to Behave at a Fancy Party; (10) Menus, Haircuts, Fashion Notes, and Popular Dances; (11) Ingredients; (12) Rhymed Couplets (List Poems Inspired by Walt Whitman and Thanksgiving); and (13) Grab Bag. (RS)

ED 361 516 CE 064 461

Fisk, William R.; Peck, Nancy L.
Workplace Literacy: Impacting the Textile Industry. Final Report. Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 23 Dec 92
NOTE- 275p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Adult Reading Programs; Curriculum Development; Demonstration Programs; Educational Needs; *Functional Literacy; Industrial Education; Information Dissemination; Literacy Education; Needs Assessment; *Productivity; *Program Effectiveness; Program Implementation; Program Improvement; Regional Programs
IDENTIFIERS- *Textile Industry; United States (Southeast); *Workplace Literacy

Workers in five departments of the J.P. Stevens Plant in Clemson, South Carolina, participated in a workplace literacy project that was designed to increase participants' literacy and job skills and increase the literacy training efforts of textile plants in the Southeast. Major project activities included the following: identification of the literacy demands of each job at the factory, curricula appropriate for each job, and individual workers' job literacy deficiencies; development and implementation of model workplace literary skills enhancement training program; and dissemination of program materials to other textile plants in the area. Of the plant's 940 employees, 163 (17%) started the literacy classes and 95 (58%) of the original enrollees completed the program successfully. An independent evaluation confirmed that all project objectives were met successfully. (This package includes the final project report, project evaluation report, and eight appendixes. The following are appended: minutes of the advisory committee meetings, assessment instruments, sample literacy task analyses and curriculum materials, descriptions of curriculum implementation for each department, student-completed posttraining evaluations, a job mobility chart, and dissemination materials.) (MN)

ED 361 573 CE 064 575

Texas Quality Workforce Planning: 1993 Key Industries and Targeted Occupations for Texas' 24 Quality Work Force Planning Regions.

PUB DATE- Mar 93
NOTE- 34p.; For related documents, see ED 330 392 and ED 355 434.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Demand Occupations; *Emerging Occupations; *Employment Projections; *Labor Force Development; Occupational Information; *Regional Planning; *Statewide Planning
IDENTIFIERS- *Texas

In 1993, Texas' 24 quality work force planning committees used a state-developed targeted occupations planning methodology to identify key industries and targeted occupations with the greatest potential for job openings in their respective regions. Between 11 and 20 key industries (13.5 on average) were identified for each region. The following 10 key industries were identified by the majority of committees: health services; business services; construction-special trade contractors; motor freight transport and warehousing; social services; engineering, accounting, research, and management; automotive repair, services, and parking; eating and drinking places; educational services; and wholesale trade-nondurable goods. The number of targeted occupations per region averaged 33, and 14 targeted occupations were identified by a majority of committees. (This document contains the lists of occupations identified by each region plus a list of priority occupations projected to have at least 500 average annual openings to the year 2000. On each list, key regional industries and regionally targeted occupations are listed by Standard Industrial Code number and Occupational Employment Service code name. A brief description of the planning methodology and brief summary of trends are included.) (MN)

ED 361 692 CS 213 984

Rose, Shirley K

Metaphors for Creating a Department of Writing.

PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Curriculum Development; *English Curriculum; *English Departments; Higher Education; *Metaphors; *Organizational Change; *Politics of Education; Rhetoric; Writing (Composition)
IDENTIFIERS- *San Diego State University CA

At present, the composition program at San Diego State is located in two departments. The Academic Skills Center offers pre-baccalaureate courses for basic writers and developmental ESL writers. The Department of English and Comparative Literature offers most of the required general education two-semester sequence, advanced composition courses, and a M.A. in English with a rhetoric specialization. Six faculty from Academic Skills and English have proposed a restructuring which would eliminate the current Academic Skills Center and place its faculty and curriculum in a new Department of Rhetoric and Writing Studies along with the general education composition, advanced composition, and graduate rhetoric curriculum and faculty now in English. Memoranda written by English and Comparative Literature faculty who opposed the restructuring can be grouped into three categories: metaphors of emotional loss or deprivation, metaphors of diminishment, and metaphors of violence and brutalization. As the restructuring proceeds, metaphors of reconciliation might be substituted for metaphors of emotional loss, metaphors of mutual gain for metaphors of material loss, and metaphors of healing for metaphors of physical loss. (SAM)

ED 361 771 CS 508 283

Gallagher, Jeanne

A "Fair Play" Perspective of Ethics for Intercollegiate Debate.

PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Ethics; Higher Education; *Integrity; Judges; Public Speaking; *Speech Communication; Teacher Role; Undergraduate Students
IDENTIFIERS- *Debate Ethics

The philosophy behind competitive debate is to teach students the art of rational discourse with emphasis on correct use of evidence, analysis of argument, logical thinking and persuasive delivery. Although ethics help define the goals of the activity, the extreme competitiveness of intercollegiate debate threatens to undermine the principles of ethical debate. Debaters show regard for ethical concerns when they: (1) are willing to adapt to the audience in each speech situation rather than adapt to the judge in order to win; (2) respect the opposing teams and their position rather than try to make opponents look foolish in order to win; and (3) show responsibility in the use of evidence and reasoning and avoid over-reliance on emotional appeals to cover up a lack of research or sources of evidence. If debaters are to be aware of what falls within the ethical scope of this activity, it is the responsibility of the coaches to make them aware, and it is the responsibility of judges to intercede when ethics are breached. (NH)

ED 361 790 CS 508 302

Matthews, Denise; And Others

Whittle's Channel One: Powerful Effects for Politically Interested High School Seniors.

PUB DATE- 29 May 93
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Broadcast Journalism; Elections; High Schools; *High School Seniors; *Mass Media Effects; Mass Media Role; *News Reporting; Political Attitudes; Presidential Campaigns (United States); *Recall (Psychology); Television Research
IDENTIFIERS- *Channel One; Television News

This field experiment tested the effects of cuing high school students about political news shown on Whittle Communication's Channel One. Eighty high school students who, in school, watch a daily Channel One newscast were tested for recall of a news story about the presidential primaries. Those students who have a strong interest in political issues and who received a brief description (a 267-word schema cue) explaining presidential primaries prior to viewing the Channel One news program recalled 36% more information than other highly politically interested students who were not given a brief cue about the nature of presidential primaries prior to the viewing. For students without much interest in politics, reading about the primary system before watching the telecast had no greater effect on recall than those who did not read the cue. (Three tables of data are included. Contains 46 references. (Author)

ED 361 810 CS 508 322

John, Jeffrey Alan
Integrating the Student with a Disability into Student Media.

PUB DATE- Aug 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adaptive Behavior (of Disabled); *College Students; *Disabilities; *Equal Education; Experiential Learning; *Handicap Discrimination; Higher Education; *Mass Media; School Newspapers; Student Publications

IDENTIFIERS- *Media Education

Although campus newspapers, magazines, radio stations, television stations, yearbooks and literary magazines should be an essential element in the educational mix of the student with a disability who wants a career in mass media, the nature of student media presents a number of discouraging factors. Student media frequently become businesses of considerable size which are limited by extraordinarily tight budgets. Student media managers, like trained professionals, can be reluctant to deal with a potential student employee whose presence might involve purchase or adaptation of facilities. These managers should be aware that financial costs for adapting the workplace to the student with a disability are minimal. While facilities and access represent hurdles that need to be overcome, attitudes constitute a far bigger problem. Faculty mentors and wise action by student managers can help facilitate acceptance of the student with a disability by co-workers. A final responsibility rests with the student with a disability who should realistically determine what he or she is physically able to do, while at the same time confronting challenges and accepting work at the level of his or her own abilities, but not below them. (Twelve notes are included.) (NH)

ED 361 848 EA 025 224

Tushnet, Naida C.
A National Perspective on Educational Partnerships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Cooperation; *Educational Innovation; Elementary Secondary Education; *Organizational Communication; Organizational Development; *Partnerships in Education; Program Evaluation; *Program Implementation; Resource Allocation
IDENTIFIERS- *Educational Partnerships Program (OERI)

This paper presents findings of a study that documented the initiation and early implementation of 22 projects participating in the Educational Partnerships Program, which is sponsored by the Office of Educational Research and Improvement (OERI). This study of the first year in a proposed 5-year program, sought to identify partnership structures and activities associated with successful implementation. The distinction is made between programs that are interorganizational arrangements and those that are programmatic innovations sponsored by a particular partnership. A summary model, developed to explain factors of successful systemic innovation, is based on the premise that all partnerships begin with a set of conversations among potential members, which results in role clarity. Coalitions and collaborations are more likely to achieve full implementation than those with a primary partner and limited partners; the key is how well participants understand their roles and relationships. All of the partnerships implemented at least some proposed organizational or programmatic features; however, early implementation is achieved when there is role clarity and adequate provision of r+sources for program content. Three figures and seven tables are included. (Contains 17 references.) (LMI)

ED 361 928   EC 302 395

Newman, Lynn; Cameto, Renee
What Makes a Difference? Factors Related to Postsecondary School Attendance for Young People with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 93
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Attendance; *Disabilities; *Enrollment Influences; Factor Analysis; Higher Education; Longitudinal Studies; Mainstreaming; *Outcomes of Education; Parent Influence; *Postsecondary Education; *Student Attrition; Vocational Education

This paper presents findings of a 6-year study exploring factors contributing to postsecondary school attendance or nonattendance by youth with disabilities based on data from the National Longitudinal Transition Study of Special Education Students (NLTS) for 8,000 students, ages 13 through 21, with disabilities. Factors found to be related to enrollment in postsecondary institutions included student ability/achievement, parental education, family/school urbanicity, parent expectations, enrollment in academic classes, and involvement in high school group activities. Students who were mainstreamed in high school academic classes were found to be more likely to go on to postsecondary education, and students who displayed antisocial or behavioral problems were found to be less likely to enroll in postsecondary education. Findings for postsecondary academic programs were similar to those for vocational programs. Appendices provide background information on the NLTS sample and a list of 19 reports and papers based on the NLTS. (Contains 45 references.) (PB)

ED 361 479   CE 064 359

Law Enforcement Training. Report to the Governor and the General Assembly of Virginia. Senate Document No. 28.

SPONS. AGENCY- Virginia State General Assembly, Richmond. Senate.
PUB DATE- 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Costs; Educational Facilities; Educational Facilities Design; *Instructional Improvement; Job Skills; *Law Enforcement; *Police; *Police Education; Postsecondary Education; Program Improvement; *Standards; State Programs; Statewide Planning
IDENTIFIERS- *Virginia

Virginia Senate Joint Resolution (SJR) 53 directed the State Crime Commission to study law enforcement training, including current standards and technology, the need for improved delivery of training, and the costs of implementing new standards and erecting appropriate facilities. During the course of the study, commission staff conducted five site visits to training academies, reviewed results of a national survey of directors of law enforcement training and standards conducted by the International Association of State Directors of Law Enforcement Training, and organized a meeting of local law enforcement executives. On the basis of this information, the subcommittee acknowledged that instructor support was critically needed at the state level for the Department of Criminal Justice Services (DCJS) and at each of the nine regional training academies. In response, the subcommittee recommended that general funds be used as follows: (1) to provide one paid, full-time instructor to each of the regional academies; (2) to establish a cadre of specialized core instructors; and (3) to create a position at the DCJS responsible for conducting and periodically updating the job task analyses that dictate criminal justice training. In addition, the subcommittee designated several issues pertaining to professionalism, ethics, and training delivery for further study. (Appendixes include SJR 53, Code of Virginia section that establishes minimum standards for all law enforcement officers, survey instrument and survey results, fiscal impact statement, Central Training Academy cost estimate, and current budget and funding for academies.) (YLB)

ED 361 554 CE 064 543

Steinmiller, Georgine; Duncan, Lisa Bergeron
Henderson State University Youth Opportunities Unlimited Follow-up. Final Report.
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- Nov 91
NOTE- 81p.; For a related report, see CE 064 544. Junior-Senior High School Personality Questionnaire results in Appendix C may not copy well due to broken print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Ancillary School Services; *College School Cooperation; *Dropout Prevention; Economically Disadvantaged; Educational Attainment; Federal Aid; Followup Studies; Graduation; *High Risk Students; Outcomes of Education; Potential Dropouts; Residential Programs; Secondary Education; Secondary School Students; Self Esteem; State Programs; Student Attitudes; Student Attrition; *Summer Programs; *Work Study Programs
IDENTIFIERS- Arkansas; Henderson State University AR; Job Training Partnership Act 1982; *Youth Opportunities Unlimited AR

The follow-up component of the Youth Opportunities Unlimited (YOU) program tracked the 127 students who graduated from 1988, 1989, and 1990 Henderson State University YOU programs throughout July 1989-June 1991. Students were contacted on a monthly basis through phone calls, school counselor contacts, letters, and newsletters. Findings indicated grades remained very stable and students maintained a stable attendance rate. The Junior-Senior High School Personality Questionnaire (HSPQ) was used to determine self-esteem attitude changes. Students showed a great improvement in their self-esteem scores, which were in the extreme range during the pretest. Scores in the posttest showed students in the normal range. These scores remained in the normal range after two years. The student exit interviews showed a very positive attitude expressed by YOU students. These attitudes remained positive as verified by the spring counselor interviews. Of the 127 total Henderson graduates, 19 graduated, 5 received General Educational Development certificates, 1 died, and 86 were still in school. In comparison with the graduation or stay-in rate of 75 percent for Arkansas students, the statistics suggested an 85-88 percent stay-in rate. (The 11-page report is followed by these appendixes: monthly contact schedule and materials; attendance and grades collection form; profile of HSPQ results; exit and spring interviews; forms used in the retreat; and stay-in statistics.) (YLB)

ED 361 592 CE 064 613

Condelli, Larry
Primary and Secondary Indicators of Program Quality for Adult
Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Washington, DC.
PUB DATE- Apr 92
NOTE- 11p.; For related documents, see ED 349 439-441, ED 352 499, and CE 064 612-614.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Programs; Curriculum; *Educational Assessment; *Educational Quality; *Evaluation Criteria; Literacy Education; Outcomes of Education; Program Content; Program Design; Program Development; Program Effectiveness; School Holding Power; Staff Development; Student Development; Student Recruitment

This paper describes a list of quality indicators for adult education programs. The list was developed after consideration of background materials and input from four focus groups. The list is divided into two main areas: student outcomes and program process and content. Within each area, the primary indicators (those identified by at least three of the four focus groups) are presented by topic area, along with examples of measures for each indicator. The area of student outcomes includes two topic areas: educational gains and student personal-social development. The area of program process and content includes six topic areas: program planning; curriculum and instruction; staff development and characteristics; support services; recruitment; and retention. A list of secondary indicators, which are indicators identified by one or two focus groups, follows. For student outcomes, topic areas are as follows: educational gains, student personal-social development, employment-related gains, family literacy, and "other." Topics in the area of program process and content are: program planning, curriculum and instruction, staff development and characteristics, and organizational support. (YLB)

ED 361 610 CG 025 005

Sederberg, Nancy; Mueller, Cindy
Career Paths of Women Administrators: The Intersection of Work

and Family.
PUB DATE- 6 Nov 92
NOTE- 20p.; Paper presented at the Annual Conference of the National Council on Family Relations (54th, Orlando, FL, November 5-10, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Ladders; *College Faculty; *Family Life; Higher Education; *Women Administrators; *Work Environment

A review of the literature on work and family as it pertains to administrative careers of women in higher education was conducted. The review revealed a continuing increase since 1900 in the number and proportion of women faculty. However, women are not moving up in the academic ranks and therefore are not likely to be considered for administrative posts. The literature review resulted in the formulation of eight hypotheses to be tested in a later study: (1) married women are less likely to move into administrative positions than are married men; (2) single women are more likely to move into administrative positions than are married women; (3) women with orderly careers are more likely to move into and remain in administrative positions than women with disorderly careers; (4) women with one or more children are less likely to hold administrative positions than are women without children; (5) critical life events, such as divorce or death of a spouse, child, or parent, can increase the likelihood that women will move into administrative positions; (6) differences among career paths of women administrators will be apparent by cohort; (7) institutions that value and encourage leadership training for their administrators are more likely to select women for administrative posts than are institutions that do not value leadership training; and (8) private religiously affiliated institutions are more likely to select women for administrative posts than are private independent and public institutions of higher education. (NB)

ED 361 652 CS 011 387

Koskinen, Patricia S.; And Others
Captioned Video and Vocabulary Learning: An Innovative Practice in Literacy Instruction.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Grade 4; Intermediate Grades; Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Instruction; Video Equipment; *Vocabulary Development
IDENTIFIERS- *Closed Captioned Television

The addition of captions to television is a technological breakthrough that can be used to enhance the vocabulary and comprehension skills of young readers. Taken together, several studies suggest that captioned television is a motivating medium for below-average readers and bilingual students, and that simultaneous processing (audio/video/text) enhances learning. Of the many uses of captioned video in the development of literacy skills, vocabulary learning appears to be one of the most valuable. A fourth-grade teacher, and other teachers at the same school, have capitalized on the power of video, using it as a way to get children excited about ideas in the world, particularly about science and social studies concepts. Suggestions teachers have found useful when using captioned video include: get to know the equipment; select a high-interest captioned video; preview the video; locate related texts; introduce the video; provide opportunities for rewatching the video; and create a video library. Captioned television captures students' attention, and its multisensory presentation of information decreases the difficulty of learning new words. The combination of the video action with spoken dialogue and printed words is a powerful tool in learning to read. (Contains 19 references.) (RS)

ED 361 673   CS 011 408

Barclay, Kathy; Boone, Elizabeth
Supporting the Move to Whole Language: A Handbook for School Leaders.
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)

(052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; Elementary Education; Parent Participation; Parent Teacher Cooperation; Professional Development; *Program Implementation; School Community Relationship; Student Evaluation; Teacher Behavior; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Educational Issues

Sharing both collective and individual experiences and insights about whole language, teaching, and educational change, this book explains whole language instruction and its implementation on a school-wide basis. Each chapter moves from research to theory, and from theory to application in classrooms that actually exist. The book explains why changes are needed, what those changes will look like in the classroom, and how to make those changes without special funds or staff. Chapters in the book are: (1) Understanding Whole Language: The "Whole" Is Greater than the Sum of Its Parts; (2) Seeing Is Believing: What to Look for in a Whole Language Classroom; (3) No One Ever Said that Change Was Easy: Understanding and Fostering Changes in Beliefs and Practices; (4) A Day in a Whole Language Classroom; (5) A Three-Way Partnership: Linking Home, School, and Community; (6) Saying Yes to Accountability: The Assessment and Evaluation of Learning; and (7) Staying Whole: The Importance of Professional Growth and Development. (RS)

ED 361 751 CS 508 227

Yochum, George

Martin Heidegger and the Poetic Foundations of Language.

PUB DATE- Apr 93

NOTE- 45p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Language Role; Language Universals; Language Usage; *Poetry; Rhetoric; *Speech Communication
IDENTIFIERS- *Heidegger (Martin); Research Synthesis

This paper outlines Martin Heidegger's argument that poetry is the germinating seed of linguistic life. It discusses his belief that language has its origins in the poetry of experience and his premise that society has lost sight of or has forgotten poetic origins, because of the forms of logic and grammar imposed on language by modern technological society. The paper: (1) introduces Heidegger's poetic-based theory of language to those who may not have been exposed to it in a systematic way; (2) focuses speech communication scholars on what may be most important to them in Heidegger's work; (3) poses some questions regarding the shortcomings of his theory; and (4) points the direction for the development of a Heideggerean theory of rhetoric. Twenty-three footnotes are included. (Author/SR)

ED 361 889 EA 025 276

Martin, Judith L.; Peterson, Kent D.

Institutionalization of Change in a Period of Scarce Resources.

PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; Educational Finance; *Educational Improvement; Elementary Education; *Financial Support; *Organizational Change; *Resource Allocation; *Resources; School Funds

This paper examines how three elementary schools used effective schools research to institutionalize the school-improvement process and identifies the types and levels of the resources they used. Each school--one in the upper midwest, one in the midwest, and one in the eastern United States--had been involved in a school-improvement process for over 4 years and had a significant number of either low-income or non-Anglo students. Data were derived from document analysis; student performance data; interviews with teachers, parents, and all levels of administrators; and followup telephone interviews. Findings indicate that although the schools did not have large reserves of financial resources to support their implementation efforts, they used a variety of resources. Four types of resources were identified--financial, time, intellectual, and psychosocial. The following common patterns of resource use were found: (1) some money was available if people asked and were willing to use it wisely; (2) only small amounts of money may be needed to get started if there is social cohesion in the school and training is provided by the district; (3) in some settings, people often refrained from requesting large budgets; (4) "good faith" money and donated time by the district and principal may energize others to give of themselves and their time; (5) support and trust are key psychosocial resources; and (6) additional resources may be necessary when schools implement larger restructuring efforts. (LMI)

ED 361 909 EA 025 309

Carr, Judy F.; Harris, Douglas E.
Getting It Together: A Process Workbook for K-12 Curriculum Development, Implementation, and Assessment.
PUB DATE- 93
NOTE- 301p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Evaluation; *Curriculum Guides; Curriculum Problems; Educational Planning; Elementary Secondary Education; Instructional Development; Program Implementation

One of the greatest dilemmas in grass-roots school reform is how local participants can take the initiative to construct new and more powerful educational environments for students. The 11 chapters of this book provide a "how-to" guide for curriculum dynamics development, implementation, and assessment. Chapter 1 offers guidelines for establishing a curriculum development, implementation, and assessment cycle. Chapter 2 provides suggestions for preparing for curriculum committee meetings. The third chapter presents guidelines for the committee chair in facilitating group dynamics, and the fourth chapter offers advice for making informed decisions. Recommendations for developing the K-12 curriculum guidelines are offered in chapter 5, and the sixth chapter describes how to publish and celebrate the curriculum development committee's document. Chapter 7 provides a blueprint for planning for implementation, and chapter 8 describes implementing the curriculum guidelines. The final three chapters address assessment issues--planning for curriculum assessment, designing the curriculum assessment, and conducting and reporting the assessment. Forty-six figures and numerous worksheets are included. (LMI)

ED 361 498 CE 064 433

The Educational Software Marketplace and Adult Literacy Niches. Contractor Report, Adult Literacy and New Technologies: Tools for a Lifetime.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- 20 Apr 92
NOTE- 147p.; For related documents, see CE 064 323 and CE 064 432-438.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Case Studies; *Computer Software; *Computer Uses in Education; *Economic Climate; Educational Technology; Elementary Secondary Education; Federal Aid; Government Role; Literacy Education; *Marketing; Public Policy
IDENTIFIERS- Market Profiles

Over the past 10 years computer technology has come to occupy a central place in American life and has caused a redefinition of the level of literacy skills needed to participate effectively in American society. At the same time, some 20 to 30 million adults have serious problems of basic literacy. Within this context, the Office of Technology Assessment has undertaken a comprehensive assessment of literacy in America and the application of technology to literacy improvement. This report is specifically focused on examining the long-term economic viability of the adult literacy software market, and exploring policy options and their potential impact on the marketplace. The first two of the report's four major sections concern the educational technology market including the structure of the K-12 software market and niche markets in the larger adult literacy market (including job opportunities and basic skills, correctional education, university/college literacy, adult education, and English-as-a-Second-Language/bilingual education), and the economic viability of the literacy marketplace. The third section describes case studies of nine literacy software companies, followed by an analysis of patterns among the case study participants. In the final section, on the economic viability of the literacy marketplace, it is established that, because of the fragmented nature of the literacy market, the current economic recession, and other factors, the health of the industry supplying software and related products to literacy markets is not good. Software publishers committed to the literacy marketplace for the past 3 years are only now beginning to show small profits, and few corporate profits have been invested in the development of new products. The major barriers faced by literacy software publishers and coping strategies are identified, and several federal policy intervention strategies are considered, including increased stable federal funding for literacy service providers, investment in professional development and technology, and increased federal support for research and development. (MN)

ED 361 535 CE 064 497

Paris, Kathleen A.
Evaluation of the Third Year of Implementation of the Wisconsin Workplace Partnership Training Program. March 1, 1991 through August 31, 1992.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Aug 92
NOTE- 47p.; Participant and partners' survey instruments are nearly illegible due to broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; Basic Skills; Educational Cooperation; Functional Literacy; Industrial Training; Participant Characteristics; *Partnerships in Education; *Program Effectiveness; *School Business Relationship; Tables (Data)
IDENTIFIERS- *Wisconsin; *Workplace Literacy

The Wisconsin Workplace Partnership Training (WPT) program, which provides job-specific basic skills education to employees at their worksites, is a cooperative effort between the state's board of education, labor unions, and manufacturers association. At the time of the evaluation of the its third year, the program was operating at 23 sites throughout Wisconsin. During the evaluation, 102 participants were interviewed at 10 randomly selected sites, and 160 local partners from those and other sites completed mail surveys. The participants strongly agreed that the program had improved their basic academic skills, job skills, self-image, work quality, and problem-solving skills; however, they strongly disagreed as to whether the program resulted in increased promotability. The local partners solidly agreed that participants' basic academic skills improved after participation in the program, but they expressed only weak agreement with the statements that the program enhanced participants' job and problem-solving skills. The most important program goals identified by partners were enhanced self-image and math and reading skills. Six policy recommendations were formulated based on the survey responses. (Appended are the participant and local partners' survey instruments and site visit schedule. Twenty tables are included.) Contains 35 references. (MN)

ED 361 632 CG 025 027

I'm Positive: Growing Up with Self-Esteem.

PUB DATE- Sep 88
NOTE- 47p.; Centerfold poster reproduced as two pages.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Child Development; *Children; Parent Child Relationship; *Self Esteem

This document presents "I'm Positive: Growing Up With Self-Esteem," an informal, personal study course designed to strengthen the reader's ability to nurture self-esteem in children from birth through adolescence. Special emphasis is given to four parenting skills: acceptance, encouragement, empowerment, and love. Weekly activities are provided that will help readers apply what they learn to their relationships with children. Six sections are included in this workbook and readers are encouraged to spend approximately one week considering each of the six sections. The Week 1 section provides an introduction to self-esteem. The Week 2 section contends that parents' beliefs about themselves will influence their effectiveness in nurturing self-esteem in their children. Week 3 focuses on the first core belief underlying self-esteem - that others appreciate one's uniqueness and want to be with him/her. Week 4 concentrates on the second core belief underlying self-esteem - the conviction that the future holds promise. Week 5 focuses on the third belief - the conviction that one has influence in relationships and in one's life. Week 6 emphasizes the fourth belief underlying self-esteem - the conviction that one can give and receive affection, can nurture and be nurtured by others. Also included are a list of 100 ways for a parent to say "Very good!" to their child and a list of recommended readings. (NB)

ED 361 712 CS 214 006

Willis, Meredith Sue
Deep Revision: A Guide for Teachers, Students, and Other Writers.
PUB DATE- 93
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Revision (Written Composition); Student Writing Models; *Writing (Composition); Writing Assignments; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Revision Processes; Writing Development

Suggesting that all phases of writing, including revision, have a great deal in common across age groups and levels of accomplishment, this book presents 196 specific revision exercises, as well as numerous examples from students and from literature. The first part of the book looks at how the ability to revise develops, and at how people can use one another's responses to improve their writing. The second part of the book offers techniques for adding more material and deepening existing material. The third part of the book is about form, structure, and finishing. Chapters in the book are: (1) A Look at Some Revised Pieces; (2) Revision as a Natural Process; (3) Learning to Revise by Editing Other People's Writing; (4) Learning to Revise by Using Other People's Comments on Your Writing; (5) Going Deeper by Adding; (6) Changing Media for Deep Revision; (7) Deep Revision and Fiction; (8) Revising Nonfiction with Techniques of Fiction; (9) Revising as a Response to Literature; (10) Beginning and Polishing; and (11) Structuring the Longer Work. Examples from literature, a 19-item annotated bibliography, and an index of authors is attached. (RS)

direct result of the advanced writing requirement. (NH)

ED 361 731 CS 214 026

Olson, Lyle D.; And Others
A Paradigm for State High School Press Freedom Laws.
PUB DATE- 11 Aug 93
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Censorship; *Freedom of Speech; High Schools; Journalism; Journalism Education; Models; Research Design; *School Publications; State Legislation; *Student Rights
IDENTIFIERS- Educational Issues; Hazelwood School District v Kuhlmeier; Journalism Research; *Political Action

To assist journalism educators and legislators who wish to initiate passage of anti-Hazelwood laws, this paper reports on the first stage of a research project on nationwide efforts at getting state legislation passed to override the 1988 Supreme Court Hazelwood School District vs. Kuhlmeier decision. The laws of five states (Massachusetts, California, Colorado, Kansas, and Iowa) which have been successful in passing legislation to override the 1988 Hazelwood decision are compared and contrasted in the paper. The paper also offers a 1-page paradigm that summarizes the features of each law. Future research is called for that would examine data from the five states that have passed such laws to determine if they have indeed reduced the incidence of student press censorship. An appendix provides the complete text of all enacted student free speech legislation and a copy of the Student Press Law Center Model Legislation. (NH)

ED 361 791 CS 508 303

Antwi, Ransford; Ziyati, Abdelali
Life Experience of African Graduate Students in a Multi-Cultural
Setting: A Case Study.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Joint Meeting of the Southern
States Communication Association and the Central States
Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Case Studies; Communication
Research; *Coping; *Cultural Isolation; *Foreign Students;
Graduate Students; Higher Education; Interpersonal
Communication; Social Support Groups; *Teacher Student
Relationship
IDENTIFIERS- Africans; Ohio University

A study examined how international students from North and West Africa fit in, cope, manage, and respond to their experiences in American Universities that are in many cases set up in the context of Americans who constitute the majority. Assuming that the lives of international students outside their home countries and cultures are communication-based experiences, this research attempts to understand the various relationships between culture and communication and the difficulties members of different cultures encounter when they interact or attempt to interact. Data for the phenomenological study was generated from in-depth interviews with seven male African graduate students at Ohio University. In spite of the multiplicity of responses, the intersubjective experience revealed the existence of a number of obstacles and barriers that make interaction and understanding difficult among different cultures. These include intense feelings of isolation, loneliness, and frustration; dealing with classroom generalizations made on the basis of what the American professors considered to be mainstream (white Anglo-Saxon) America; and dealing with professors who consider it a waste of time trying to help international students who are not proficient in spoken English. Coping strategies developed by the African graduate students include drawing closer to other international students, attempting to minimize the tension of what is culturally unfamiliar and/or alienating, and considering the dominant culture to be stupid and responsible for their plight and therefore isolating themselves from interacting with the dominant culture. Contains 15 references. (NH)

ED 361 869 EA 025 248

Smith, Robert G.; Knight, Stephanie L.
The University of Houston School-University Research Collaborative. Draft.
PUB DATE- Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *At Risk Persons; *College School Cooperation; *Educational Cooperation; Educational Research; Higher Education; Intervention; Partnerships in Education; Program Design; Teacher Participation; *Theory Practice Relationship
IDENTIFIERS- *University of Houston School Univ Research Collab

This paper describes the design and outcomes of the University of Houston School-University Research Collaborative, a partnership that uses collaborative research and evaluation as a vehicle for educational improvement. Two of the collaborative's three research agendas are described in detail: (1) the collaborative-level research project, involving all seven member school districts, which seeks to identify effective intervention programs in the districts for at-risk students; and (2) the Teacher As Researcher project, which aims to improve curriculum and instruction in individual classrooms through teachers' involvement in research investigating their own practices. The research being conducted by the collaborative-level project is composed of three phases--first to identify exemplary programs for at-risk students; second, to relate common program components to teacher and student outcomes; and third, to design, implement, and evaluate additional intervention programs. Overall, the collaborative reflects an effort to fuse research knowledge and local knowledge generated as a result of collaboration between field-based and university researchers. Four tables, one figure, a sample interview guide, and an intervention program profile are included. (LMI)

ED 361 517 CE 064 462

London, Manuel; Wueste, Richard A.
Human Resource Development in Changing Organizations.
PUB DATE- 92
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

DESCRIPTORS- *Administrator Role; Career Development; *Change Strategies; Feedback; Human Factors Engineering; Job Performance; *Labor Force Development; Learning Modules; Lifelong Learning; Management Development; Motivation Techniques; *Organizational Change; *Organizational Development; Peer Evaluation; *Personnel Management; Program Development; Systems Approach

This book is intended to help managers and human resource professionals understand organizational change and manage its effects on their own development and that of their subordinates. The following topics are covered in 11 chapters: organizational change, employee motivation, new managerial roles, human performance systems, upward and peer feedback, principles of designing career development programs, management of a diverse work force, diagnosis of organizations and strategies for change, performance management, the human resource department's role, and the concept of planning for continuous learning. Appended are a sample upward-feedback survey, actions for designing a career development program, a sample of vocational research findings based on a 20-year retrospective review, outlines of 5 development programs that support an organizational strategy, and 6 learning modules for presentation in a 2-day management development workshop. Contains 264 references. (MN)

ED 361 574 CE 064 576

A Work Specific Curriculum Project. Special 353 Demonstration Project in Adult Education.

SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.
PUB DATE- 93
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accident Prevention; Adult Basic Education; Basic Skills; Behavioral Objectives; Curriculum Development; Instructional Materials; *Job Skills; *Job Training; Labor Force Development; Learning Activities; *Safety; *Safety Education; Teaching Guides; *Work Environment
IDENTIFIERS- 353 Project; Workplace Literacy

This document contains samples of work specific curricula for the basic level (I) and advanced level (II) of the safety section of the Auburn University (Alabama) Demonstration project in adult education. The samples consist of instructor manuals and student books. Content of each instructor manual--one for level I and another for level II--includes readability tests, introduction, three lessons matched with basic competency skills, actual copies of workplace materials that were used in the development of the curriculum and that are referenced to the applicable lesson, individualized education plan, materials on additional learning methodology, section evaluation with answer key, and listing of supplementary materials for remedial work. The student book for level I contains samples of curriculum materials for the three lessons on safety and housekeeping, machine adjustments, and machine safety. The student book for level II contains sample curriculum materials for lessons on housekeeping, a safe work environment; machine adjustments; and safety and compressed air. Objectives, vocabulary, and exercises are included in each student book. (YLB)

ED 361 674 CS 011 409

Voorhees, P. Jean
Motivating Middle School Students To Increase Their Recreational Reading through Computers, Journal Writing and Reading Incentives.
PUB DATE- 93
NOTE- 104p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Class Activities; Elementary School Students; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Reading Attitudes; Reading Material Selection; Reading Programs; Reading Research; *Recreational Reading
IDENTIFIERS- Middle School Students; Parent Surveys; *Reading Motivation; Student Surveys

To address middle school students' lack of motivation for recreational reading, the practicum reported here integrated activities designed to improve student attitudes toward reading into a middle school reading program. A target group of 75 students in sixth and seventh grades grouped homogeneously in remedial, average, or enrichment classes participated in the study. The program focused on four key activities for increasing recreational reading in school: sustained silent reading, journal writing, computer activities, and reading incentives. The classroom library was a focal point for students in self-selection of books during leisure time reading. Records of books read were logged in student journals as well as in the computer database. An after-school Reading Club was initiated and various other incentive programs were implemented. Outcomes were measured by comparison of student pre- and post-attitude surveys, teacher observation of books read and recorded, and participation in the reading club. Results indicated that students view reading as less important than other activities like watching television, listening to music, or participating in sports and hobbies. Nonetheless, students today are reading when able to choose what they read rather than what adults feel they should be reading. Eight appendixes of data and survey materials are attached. (Contains 32 references.) (Author/NKA)

ED 361 693 CS 213 985

Schmitigal, Linda
The Business Writing Agenda, Part I: Collaboration between Business and the Undergraduate Student.
PUB DATE- 2 Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993). Attachment B contains light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Communication; Educational Strategies; *Experiential Learning; Higher Education; Letters (Correspondence); *School Business Relationship; Student Attitudes; Undergraduate Students; *Writing Assignments; *Writing Skills
IDENTIFIERS- Michigan (Sault Sainte Marie); Writing Contexts

Twenty-two students in a business communications course engaged in a collaborative project with several Sault Ste. Marie, Michigan, business enterprises. After the students had acquired introductory skills that would enable them to perform effectively, they were divided into six groups and began working with representatives from local businesses to provide a service to the company by writing a letter/message to solve a real-life situation. (Prior to writing they spent time observing the organizational cycle of the company.) A pre-and post-project questionnaire was completed by students to measure any change of opinion about the importance of writing and communication skills in all aspects of business. Most students indicated that writing is important and will influence most aspects of their professional degree. A follow-up survey was given to the six participating businesses. The four that responded indicated the experience was worth while, they enjoyed working with the students, and they would welcome this kind of participation in the future. (Attachment A provides the company visit assignment; Attachment B provides a copy of Sault Ste. Marie tribe of Chippewa Indians' newsletter "Bidajimo," five business letters, and an interoffice memo; Attachment C provides the research project questionnaire; and Attachment D provides a "thank you" letter and a student follow-up survey.) (NH)

ED 361 752 CS 508 249

Boileau, Don M.
"Scholarship Reconsidered": A Challenge To Use Teaching Portfolios To Document the Scholarship of Teaching.

PUB DATE- 29 Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28, May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Faculty Evaluation; Higher Education; *Portfolios (Background Materials); *Scholarship; Speech Communication; Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision; Teaching (Occupation)
IDENTIFIERS- Teacher Portfolios

Linking teaching portfolios to the scholarship of teaching can help the teaching profession in general (and communication departments in particular) and can help expand the ways to document what teachers do to help students learn. E. Boyer's report "Scholarship Reconsidered: Priorities of the Professoriate" provides a structure and vocabulary for promoting these activities within the scholarship rubric. The report argues for four separate, yet overlapping functions of "scholarship": scholarship of discovery; scholarship of integration; scholarship of application; and scholarship of teaching. The challenge becomes how to go beyond the usual rankings of research publications to measure scholarship. The teaching portfolio movement has the similar impact of Boyer's work in expanding the horizons of those interested in the evaluation of teaching. Teaching portfolios document teaching efforts by taking advantage of: teachers' reflective thinking on their own teaching; sharing what teachers do with a mentor or colleague to create dialogues on teaching; and the creation of dialogue on campus about teaching as a way to end the privatization of teaching. Portfolios most often include three types of materials: examples of graded essays, a reflective statement describing the teacher's personal philosophy of teaching, and observation reports. Among items that might be in portfolios of communication professors are: forensic speeches in communication analysis; videos done in forensic competitions; setting up or running a successful internship; and a media interview on a successful teaching innovation. (RS)

ED 361 772 CS 508 284

Friedrich, Gustav W.; And Others

Together Again for the First Time: A Descriptive Study of the First Day of Class.

PUB DATE- May 93
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; Classroom Research; Communication Research; Data Collection; Higher Education; Questionnaires; School Surveys; Speech Communication; *Student Evaluation of Teacher Performance; *Teacher Student Relationship
IDENTIFIERS- Communication Patterns; Descriptive Research

To provide normative data concerning what actually occurs during initial classroom interaction on the university level, a study described the first day activities of multiple classrooms across the academy at a large midwestern university. The following research questions were addressed: (1) what introductory material does the instructor provide? (2) what information related to course policies and procedures is provided? (3) what course content is conveyed? (4) what type of personal information does the instructor disclose? and (5) what is the relationship between first day interaction and initial student satisfaction with a university course? During the first week of a 16-week semester, participants were asked to complete the questionnaire during or immediately following the first session of their chosen class. A total of 251 observations of 145 instructors representing 31 academic departments in 6 colleges were included in the survey. The questionnaire consisted of both closed and open ended questions. Results indicated that instructors furnished both general course information and information relevant to a student's success and survival as he/she begins a class. It appeared, however, that instructors disclosed little personal information and did not use interactive strategies on the first day of class. (Eight tables of data are included.) (NH)

ED 361 811 CS 508 323

Stavitsky, Alan G.

New York City's Municipal Broadcasting Experiment: WNYC, 1922-1940.

PUB DATE- Aug 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- Broadcast Industry; City Government; Community Relations; *Mass Media Role; *Programing (Broadcast); Public Television; *Radio
IDENTIFIERS- Historical Background; *Media History; New York (New York); *Public Radio

The originators of municipal radio station WNYC foresaw radio as a means of extending city government and an instrument to educate, inform, and entertain the citizens. Because the municipal radio concept emerged in the early 1920s, before the medium's industrial structure was entrenched, an opportunity existed to develop an innovative model of broadcasting. Grover Whalen, New York City's Commissioner of Plant and Structures and Maurice E. Connolly, Queens Borough president were instrumental in getting the station on the air. WNYC began broadcasting on July 8, 1924. What distinguished WNYC from commercial stations was the presentation of civic education programs, health information, and "police alarms." WNYC was hampered, however, by political and economic pressures, limiting its impact on New York City's civic life. Programming deficiencies and disputes were compounded by serious technical and regulatory difficulties. A committee of three prominent local radio executives reported to mayor Fiorello LaGuardia on October 25, 1934 that the station was in a "rundown condition" and made recommendations for increasing the station's competitiveness. Programming in the late 1930s was dominated by classical music, consumer service programs, and educational programs. The station's program schedule lacked substantial discussion of public affairs, with the exception of its broadcast of the meetings of the New York City Council from 1938 to 1940. The failure of New York City's municipal broadcasting experiment illuminates the chronic inability of noncommercial broadcasters to define their mission and play a central role on the United States airwaves. (Eighty-seven notes are included.) (RS)

ED 361 830 EA 025 135

Krasnow, Jean H.; And Others
The Social Competency Program of the Reach Out to Schools Project. Project Report, 1990-91. No. 1.
PUB DATE- 92
NOTE- 14p.; For 1991-92 report, see EA 025 136.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)
DESCRIPTORS- Behavior Development; *Classroom Environment; *Curriculum Development; *Educational Environment; Elementary Education; *Interpersonal Competence; Interpersonal Relationship; Self Esteem; Teacher Education

The Reach Out to Schools: Social Competency Program is an elementary school curriculum project based on the understanding that improving the nature and quality of classroom relationships is the key to increased social and academic success for all children. The program includes a year-long elementary school curriculum, an experiential teacher training program, a train-the-trainer model of dissemination, and an evaluation strategy emphasizing reflection through teacher research. Structured class meetings in an open-circle format provide a predictable and supportive format for instruction and practice in three competency areas: creating a cooperative classroom environment; building self-esteem and positive relationships; and solving interpersonal problems. Second-year teachers participate in action research and peer coaching. This paper summarizes findings of interviews conducted with 15 of the 18 teacher participants new to the 1990-91 program and with 3 classes of students. Teachers reported that the program was particularly successful in helping them to distinguish between the roles of teacher as teller and teacher as facilitator and in encouraging changes in their teaching behavior. They reported that the curriculum affected the classroom in several areas--management, student participation, inclusion of special education students, group problem solving, and improved schoolwide behavior. The students expressed positive attitudes toward the curriculum, particularly toward the ways in which the lessons encouraged listening, inclusion, and group problem solving. (Contains 28 references.) (LMI)

ED 361 849 EA 025 226

Herrington, Carolyn D.; Nakib, Yasser A.
Contemporary Educational Finance Reform in Florida: The State of the State.
PUB DATE- Apr 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Finance Reform; Fiscal Capacity; Politics of Education; Public Schools; School Funds; *State Aid; State Legislation; Tax Allocation; *Tax Effort
IDENTIFIERS- *Florida

This paper presents an overview of Florida's fiscal status and the state of its educational fiscal reform. Five areas of concern are identified regarding educational finance--adequacy of funding, educational reform initiatives including accountability, equity, alternative tax sources, and communication. These issues indicate a highly unstable fiscal and political environment regarding state funding of education. A conclusion is that adequacy of funding is the most serious issue because the state's tax structure is not sufficient to handle extraordinarily high rates of student enrollment growth. In addition, the state's accountability initiative has allowed school districts more flexibility in spending decisions but has not produced any new revenues for them. Regarding equity, there is increasing controversy around the legal and practical status of the state's statutory cap on local discretionary millage for operations. Alternative tax sources for school funding are now being advanced but taxpayer resistance is high. Finally, it is clear that future solutions to current problems will be derived from a combination of technical, financial, and political strategies. Five tables are included. (LMI)

ED 361 910 EA 025 310

Oregon Report Card. An Annual Report on Public Education to the Citizens of Oregon.
PUB DATE- 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; *Educational Change; *Educational Improvement; Elementary Secondary Education; Excellence in Education; *Public Schools; School Restructuring; *State Action; State Legislation; *State Programs; Statewide Planning
IDENTIFIERS- *Oregon; Oregon Education Act for the 21st Century 1991

This second annual report card on the status of Oregon public education describes the implementation of the Oregon Educational Act for the 21st Century. Information is presented in the following areas--school finance, staff characteristics and salaries, student demographics and achievement, student participation in programs and services, and Oregon's progress toward the National Education Goals. The first section highlights major activities of the 1992-93 year and discusses their implications and developing trends. Two themes emerge--school reform and school finance. The second section provides a historical context for the Oregon report card. Provisions of the Oregon school reform plan are described in section 3. Two reforms in particular take the public school system deeper into the realm of social change: early childhood education and comprehensive health and social services for children and families. The remaining six sections offer detailed information on the six areas listed above. Contacts for more information and 24 figures are included. (LMI)

ED 361 929 EC 302 396

Baladerian, Nora J.
Abuse Causes Disability. A Report from Spectrum Institute. First in a Series.
PUB DATE- Jun 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 1-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Battered Women; *Child Abuse; Child Health; *Child Neglect; *Child Welfare; Disabilities; Elementary Secondary Education; *Etiology; Prevention; Preventive Medicine; *State Legislation

This paper, first in a series of special reports concerning disability and the family, presents a review of the relationship between abuse and disabilities, arguing that roughly 25 percent of all disabilities are caused by child or spousal abuse. A national survey revealed that 12 states have legislation addressing these issues, and the paper includes excerpts, with comments from the relevant statutes of each of these states. The states are: Alaska, Connecticut, Florida, Illinois, Indiana, Maine, New Jersey, New York, Rhode Island, Virginia, Washington, and Wyoming; a 13th state, California, has pending legislation. Recommended components of model legislation are identified. The paper also provides a synopsis of a literature search investigating incidence, prevalence and extent of disability caused by abuse and neglect. An analysis of associated fiscal costs is provided suggesting the cost effectiveness of greater prevention efforts. Finally, observations are made regarding the need for a national program to confront this problem. (Contains 60 references.) (PB)

ED 361 480 CE 064 360

The Case for High Performance Work Organization. Report of the Secretary of Education and the Secretary of Economic Development to the Governor and the General Assembly of Virginia. House Document No. 41.

SPONS. AGENCY- Virginia State General Assembly, Richmond. House.
PUB DATE- 93
NOTE- 9p.; A report prepared in response to House Joint Resolution 86 of the 1992 General Assembly
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Business; Employer Employee Relationship; Futures (of Society); *Job Performance; Job Skills; Job Training; *Labor Force Development; *Organizational Development; *Organizational Effectiveness; Productivity; *Quality Control; Quality of Working Life; Standards; Statewide Planning
IDENTIFIERS- *Virginia

The Workforce Virginia 2000 Advocacy Council committee recommends that for Virginia to respond effectively to the growing global challenge, it must take positive action aimed at improving the productivity and skills of its work force and establishing high performance work organizations. Virginia must shift to a high performance work organization guided by the principle of reducing bureaucracy by giving direct authority to workers for a wider variety of tasks. The cornerstone of a high performance work organization is the educated, higher-skilled worker. The high performance work organization is applicable in some form to almost every industry. The benefits of reducing costs through streamlining operations and increasing quality through the presence of better trained individuals are significant. Deterrents to reorganization are many: a large initial investment to re-educate workers and redesign their environment; fear of loss of newly trained workers to other jobs; and years to realize the returns for reorganization. The Committee on Worker Training recommends the following: develop and financially support continuous work force education, training, and retraining programs; create tax credit incentives for businesses to invest in their human resources; support creation of a statewide Quality Council; and financially support creation of a statewide network for Total Quality Institutes. (YLB)

ED 361 555 CE 064 544

Steinmiller, Georgine; Duncan, Lisa Bergeron
Arkansas Youth Opportunities Unlimited Follow-up. Final
SPONS. AGENCY- Arkansas State Dept. of Education, Little Rock. Div. of Vocational and Technical Education.
PUB DATE- 91
NOTE- 121p.; For a related report, see CE 064 543. Junior-Senior High School Personality Questionnaire results in Appendix C may not copy well due to broken print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Ancillary School Services; *College School Cooperation; *Dropout Prevention; Economically Disadvantaged; Educational Attainment; Federal Aid; Followup Studies; Graduation; *High Risk Students; Outcomes of Education; Potential Dropouts; Residential Programs; Secondary Education; Secondary School Students; Self Esteem; State Programs; Statewide Planning; Student Attitudes; Student Attrition; *Summer Programs; *Work Study Programs
IDENTIFIERS- Arkansas; Job Training Partnership Act 1982; *Youth

Opportunities Unlimited AR

The follow-up component of the Youth Opportunities Unlimited (YOU) program tracked students who graduated from YOU programs. Each participating university--Arkansas State, Henderson State, Southern Arkansas, University of Arkansas-Monticello, University of Arkansas-Pine Bluff, and University of the Ozarks--maintained contact with its own graduates. Henderson coordinated efforts and collected and reported data. Monthly contact was through newsletters, birthday cards, holiday cards, phone calls, visits, and interviews. Contact was lost with 10 of 518 students. The Junior-Senior High School Personality Questionnaire (HSPQ) was used to determine self-esteem attitude changes. On pretests, students tested in the extreme ranges; posttest results demonstrated scores in the normal range. During the retreat in 1989 and 1990, students tested again in the normal range. Responses to exit interviews were generally very positive and favorable. Spring interviews showed students maintained a very positive attitude about the program and expressed their intention to complete high school. Grades and school attendance remained stable. Of the 517 students, 19 graduated, 5 received General Educational Development certificates, and 458 were still in school. (Appendixes following the 23-page report include letters, monthly contact schedule and materials, HSQP test profiles, exist and spring interviews, grade and attendance follow-up forms, retreat materials, and stay-in school statistics.) (YLB)

ED 361 593 CE 064 614

Sherman, Joel D.; Condelli, Larry
Evaluation Framework for the State Adult Education Program.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Jul 91
NOTE- 88p.; Paper presented to the National Meeting of State Directors of Adult Education (St. Paul, MN, July 1991). For related documents, see ED 349 439-441, ED 352 499, and CE 064 612-613.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Programs; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; Outcomes of Education; Program Effectiveness; *Program Evaluation; State Federal Aid; *State Programs
IDENTIFIERS- Adult Education Act

This publication provides a framework that is designed for use by state agencies as a guide for planning and conducting evaluation of different aspects of the State Adult Education Program. The evaluation framework is presented using a set of design tables that offer different approaches states can use to address the Adult Education Act's evaluation requirements. The tables present evaluation options for the following topic areas: program context, program processes (planning and content, curriculum, qualifications of personnel), and program outcomes. For each design and topic presented, the tables provide the evaluation topics, data to collect, methodology, instrumentation, strengths/advantages, and problems and limitations. The measures presented are illustrative of the data that can be collected for each type of evaluation. Within each area, the tables present data collection strategies for basic, enhanced, and optimal levels of evaluation. The levels of evaluation differ by the quality of data they produce, resources required to conduct them, and the type of program decisions they can inform. Following the tables are summaries of the data the evaluation can collect at each level and outlines of evaluation reports that could be produced for each level. (YLB)

ED 361 611 CG 025 006

Rogers, James R.; Alexander, Ralph A.
The Effects of Running on Self-Concept and Self-Efficacy.

PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Running; *Self Concept; Self Efficacy

This study was conducted to examine whether changes in self-concept would occur as the result of participation in a 7-week running program. It was hypothesized that participation in a running program would have a significant, positive effect on global self-concept and more specifically, its components of self-efficacy and perceptions of the physical self. Subjects included 51 university students who completed the Tennessee Self-Concept Scale, the Self Efficacy Scale, a perceived level of physical fitness scale, and a task specific self-efficacy scale before and after participating in the 7-week running program. The results revealed significant experimental group gains from the pre- to the post-test, suggesting the utility of running as a self-concept enhancing activity. Furthermore, the use of perceptions of physical fitness and self-efficacy as dependent variables in assessing the effects of exercise on

ED 361 633 CG 025 028

Nesler, Mitchell S.; And Others

Credibility and Perceived Power Ratings.

PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (64th, Arlington, VA, April 16-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Credibility; Employees; Higher Education; *Power Structure; *Social Control; *Social Influences; Undergraduate Students

French and Raven (1959) proposed five bases of social power: referent, expert, legitimate, reward, and coercive power. Other power bases, such as information control and ecological control, have also been proposed. Another factor which might be considered a power base is the credibility of a source. A 2 x 3 factorial design was used to manipulate the level of power and the credibility of an actor. Vignettes were created in which a manager had either high or low reward and coercive power. The actor was described as having either high or low power, and was also described as having established high or low credibility in the past or no credibility information was provided. Vignettes were read by 84 undergraduate students who then responded to power scales and answered questions measuring credibility. The results revealed that the relationship between credibility and social power is a complex one. Credibility had no effect on power ratings in the high power condition, but in the lower power conditions the manager with high credibility was perceived as more powerful than the low credibility manager. Thus when the employee had low objective power, high credibility served to significantly enhance the power ratings for reward, coercive, referent, and legitimate power bases. (NB)

ED 361 653 CS 011 388

Cullinan, Bernice E., Ed.
Children's Voices: Talk in the Classroom.
PUB DATE- 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Collected Works - General (020)
DESCRIPTORS- *Childrens Literature; Class Activities; *Classroom Environment; Communication Skills; Creative Dramatics; Discussion (Teaching Technique); Elementary Education; Listening Skills; Skill Development; *Story Telling
IDENTIFIERS- Reading Speaking Relationship; Speaking Writing Relationship

Designed to show teachers how to create environments that will encourage literate talk, not discourage it, this book discusses ways to organize classrooms that will support the sharing of books in the same way that book-loving families share books. The book builds on the interwoven nature of language, suggesting that by talking about books, children deepen their reading comprehension; by telling and listening to stories, they develop skills in communication and ideas for writing; and by dramatizing favorite scenes, they make personal connections to literature that spark continued reading and exploration. After an introduction by Bernice E. Cullinan, chapters in the book are: (1) "Enriching Oral Language with Literature" (Sheila M. Fitzgerald); (2) "Storytelling" (Bob Barton); (3) "Creative Drama and Language Arts" (Sam Leaton Sebesta); (4) "'It's Really Special Because You Get to Think': Talking about Literature" (Julie E. Wollman-Bonilla); and (5) "Literature Circles: Hearing Children's Voices" (Kathy G. Short and Charlene Klassen). A citation index, a children's book author index, and a children's book title index are attached. (RS)

ED 361 732 CS 214 027

Peirce, Kate
Socialization of Teenage Girls through Teen-Magazine Fiction: The Making of a New Woman or an Old Lady?
PUB DATE- Aug 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Females; Identification (Psychology); *Mass Media Effects; Media Research; *Periodicals; Secondary Education; *Sex Stereotypes; Short Stories; *Socialization
IDENTIFIERS- Journalism Research; Male Female Relationship

Noting that magazines, as part of the broader category 'media,' are a powerful socialization force, a study investigated the socialization messages in teen magazines by examining their short stories for stereotypical portrayals. All fiction stories were analyzed for the years 1987-1991 in "Seventeen" and "Teen" magazines. The total number of stories was 104. Two hypotheses were tested: (1) teen-magazine fiction portrays teen protagonists as dependent rather than independent; and (2) teen magazine fiction segregates occupations stereotypically by gender. Previous studies have shown that high school students still stereotype occupations and career choices. Both hypotheses were supported. Through the stories, a teenage girl learns that male-female relationships are more important than just about anything else; that she is not supposed to act or be agressive or solve problems (others will do that for her); and that there really are male and female professions. (One table of data is included, and 25 references are attached.) (NH)

ED 361 890 EA 025 277

Houtveen, Th.
Dutch School Improvement Project: Evaluation Results of the First Project Year.
PUB DATE- Jan 93
NOTE- 9p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Norrkoping, Sweden, January 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Control Groups; Educational Change; *Educational Improvement; Elementary Secondary Education; Foreign Countries; High Risk Students; *National Programs; *Program Evaluation; *Program Implementation; Research Design; Teacher Role
IDENTIFIERS- *Netherlands

This paper presents findings of a study that examined the effectiveness of the guidance program used by change agents in the Dutch School Improvement Project (NSIP) on program implementation. Sixteen schools composed the experimental group and 13 made up the control group. The experimental variable was the guidance strategy of the NSIP. The two effect variables included: (1) the degree to which teachers increased the available task-oriented instruction and learning time; and (2) the effective organization of preventive care for low-achieving students. Data were gathered through a comparison of the program's planning data with the change agents' execution data, classroom observations, and a questionnaire. Findings indicate that during the program's first year of adoption, the improvement strategy has been implemented, though insufficiently. Schools in the experimental group demonstrated a slight growth in task-oriented learning time; the control group exhibited no growth. Finally, the experimental group showed an increase in joint planning and remedial activities. A conclusion is that the program is off to a good start. (LMI)

ED 361 518 CE 064 464

Heenan, Edward W.
Learning To Make Dutchess County Work. 1992 Annual Placement Report.
PUB DATE- 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- County Programs; Employer Attitudes; *Employment Level; Employment Services; Graduate Surveys; High Schools; High School Students; *Job Placement; *Outcomes of Education; *Regional Schools; Student Placement; *Vocational Education; *Vocational Schools
IDENTIFIERS- Boards of Cooperative Educational Services; *New York (Dutchess County)

A study examined the current employment status of persons who graduated from the Dutchess County (New York) Board of Cooperative Educational Services (BOCES) Technical Center in June 1992. Data were obtained from a follow-up survey mailed to program graduates in October 1992. Of the 456 individuals who graduated in 1992, 207 were still available for employment. Of the 195 (94.2%) graduates who were employed, 141 (72.3%) had been placed in jobs in their area of training. Of the 64 graduates enrolled in colleges and technical schools, 42 were in a major related to their previous technical center program. Eleven graduates were in the military. Of the 174 graduates not in the labor force, 6 were not working for medical reasons, 9 had moved from the area, 10 were not interested in employment, and 149 had returned to high school to complete graduation requirements. (This report includes extensive information about the services available from the technical center's placement office, breakdowns of graduates' employment/educational patterns by vocational-technical program, and lists of firms/educational institutions at which the graduates are now located. Appended are the graduate follow-up questionnaire and related survey correspondence.) (MN)

ED 361 536 CE 064 501

Workforce Education Training Manual. A Section 353 Demonstration Project.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 82p.; Cover title varies slightly.
LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Basic Skills; Check Lists; Classroom Techniques; *Competency Based Education; Coordination; Curriculum; Educational Needs; Literacy Education; Needs Assessment; Participant Characteristics; Partnerships in Education; *Program Development; *Program Implementation; Records (Forms); Student Educational Objectives; Supervisory Training; Teacher Workshops
IDENTIFIERS- 353 Project; Literacy Audits; *Workplace Literacy

This training manual deals with developing and implementing work force education (workplace literacy) programs. It consists of three sections and an appendix. Discussed in the first section are the scope and purpose of work force education, work force education participants, types of basic skills problems and solutions, and the need for competency-based basic skills training. The second section covers program coordination, development of an action plan, as well as recruitment and provides a checklist for workplace literacy partnerships and a copy of the on-site workplace literacy agreement between the Polk County, Florida, school board and companies contracting for training services. The third section examines the following aspects of training program implementation: learner motivation, instructional techniques, supervisor's training, literacy audits, and student assessment. It includes a table of motivation techniques, a workshop outline and instruction materials for a supervisor's training workshop, sample employer questionnaires to assess training needs, guidelines for conducting a literacy audit, and task analysis worksheets. Appended are information on Test of Adult Basic Education (TABE) testing, financial support, program components, curriculum frameworks, the Grenelefe Task Analysis, and 26 references. (MN)

ED 361 713 CS 214 007

Robinson, Sandra R.; McAuliffe, Lindsay
Origins (Volume 1: "Bringing Words to Life" and Volume 2: "The Word Families").
PUB DATE- 89
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary School Students; Intermediate Grades; Language Patterns; *Language Usage; Language Variation; Lesson Plans; Poetry; Vocabulary Development; *Word Study Skills; Writing Assignments

IDENTIFIERS- *Word Families

Developed in a wide variety of classrooms for students in grades 4-6 and in collaboration with teachers who have used the material successfully, this two-volume set presents a way to get students excited about words. The set can also be used with younger and older students, even with adults. The two volumes provide: an "up-on-your-feet, get-into-the-act, get-the-feeling-in-your-bones" approach to exploring word origins; step-by-step activities for discovering how abstract meanings develop from everyday experiences; examples from popular speech and figures of speech from around the world; a concise history of the English language; poetry that uses the imagery of the word families; and writing ideas that are based both on these poems and on the words and images of the word families. Volume 1 includes practical advice and background for using the word family chapters of volume 2, ideas for how to explore additional word families, and a bibliographic essay. Volume 2 contains 12 word families and lesson plans: an introduction to the family, a family word tree, a discussion of the family's most important words, suggestions for doing pantomimes, and ideas for art, poetry, and other writing. (RS)

ED 361 773 CS 508 285

Sohn, Yuri; Chang, Shau-Ju
The Exotic Made Familiar and the Familiar Made Exotic through an Introductory, Intercultural Communication Course Designed from a Postmodern Perspective.

PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; Course Descriptions; Cultural Enrichment; Higher Education; Holistic Approach; *Intercultural Communication; *Introductory Courses; *Speech Communication; Student Evaluation; Theory Practice Relationship; Undergraduate Students; Units of Study
IDENTIFIERS- Postmodernism

Noting that cultural diversity has become the rule rather than the exception in the United States, this paper presents a model for an introductory intercultural communication course based on a postmodern perspective. The first section sets out a course rationale. The second section discusses teaching the course from a holistic perspective that encompasses behavioral, affective, and cognitive dimensions of learning. The third section breaks one superordinate goal--fostering more harmonious relationships between persons of different cultural backgrounds--into eight subordinate goals. Next, five Course Units are described followed by a suggested sequence. Finally, guidelines are presented for criterion-referenced methods of evaluation. An appendix presents a list of potentially helpful pedagogical materials. (Contains 22 references.) (NH)

ED 361 792 CS 508 304

Dumas, Bethany K.
A Manual for Investigating American English in the South: Field Procedures.
PUB DATE- 90

NOTE- 23p.; Best available copy. The "Interview Manual for the Arkansas Language Survey," to which this document refers, has not been completed (as of January 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; *Field Studies; Higher Education; Interviews; Language Research; *Questioning Techniques; *Research Methodology
IDENTIFIERS- Arkansas; *Communication Strategies; Interviewers; Regional Surveys; Researcher Subject Relationship

Designed for persons interested in using "A Manual for Investigating American English in the South: Field Procedures" as a tool rather than using the approach suggested in the manual, this guide provides a preliminary set of instructions for using the manual, including comments on appropriate fieldwork orientation. Section II outlines the responsibilities of: (1) individual field workers, and (2) a suggested "resident director" or "administrative assistant" who would be responsible for providing orientation to the goals and research design of the project. Section III describes procedures for setting up interviews and provides guidelines for preparing all equipment and the speaking manual prior to arriving at someone's home for an interview plus general principles governing conduct during the "Part I, Conversation" section in the manual. Instructions are included in this section for final steps of the interview: classifying and making tapes and questionnaires; securing a release form, and completing the data sheet. Contains 14 references. (NH)

ED 361 870 EA 025 249

Ros, Anje
Peer Work Groups in Dutch Classroom Practice.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Atlanta, GA, April 12-16,
1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Cooperative Learning;

Elementary Education; Elementary School Students; Foreign
Countries; *Group Dynamics; Interpersonal Relationship; *Peer
Teaching; Self Directed Groups; Student Behavior; *Teacher
Student Relationship; Time on Task
IDENTIFIERS- *Netherlands

Findings of a study that examined the effects of teacher behavi and organizational factors on student behavior in peer work groups are presented in this paper. Methodology included observation of one classroom from each of 10 Dutch elementary schools that frequently used forms of peer work groups and teacher interviews. Findings indicate that cooperative work groups were used only 20 percent of the total peer group time, even by teachers who said that they frequently used cooperative learning. Helping groups were the most frequently used type of peer work group. Teachers used individualistic reward structures; the groups did not demonstrate competitive reward structures. The degree to which students were involved in their tasks and showed desirable/undesirable interactions during peer work groups was related to organizational factors and teacher behavior. Organizational factors, such as group type and composition, influenced the kind of student interaction. For application tasks, monitoring by the teacher promoted student involvement and favorable interactions. Ten tables are included. (LMI)

ED 361 930 EC 302 397

Walsh, James M.; Snyder, Dennis
Cooperative Teaching: An Effective Model for All Students.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (San Antonio, TX, April 5-9, 1993).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Disabilities; *Educational Cooperation; High Schools; Mainstreaming; *Minimum Competencies; *Outcomes of Education; Public Schools; *Regular and Special Education Relationship; Teaching Methods; *Team Teaching
IDENTIFIERS- Anne Arundel County Public Schools MD; *Teacher Collaboration

This paper calls for the collaboration of general educators and special educators as cooperative teaching teams to better serve diverse student populations. Research in Anne Arundel County (Maryland) indicating significantly higher passage rates on statewide minimum competency tests, by students (n=343) in co-taught high school classes compared to students (n=362) in similar general education high school classes without co-teaching is offered as support for this approach. (Contains 13 references.) (Author/PB)

ED 361 499 CE 064 434

Rockman, Saul

Learning from Technologies: A Perspective on the Research Literature.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Dec 92
NOTE- 45p.; For related documents, see CE 064 323 and CE 064 432-438.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Adult Students; Audiovisual Instruction; *Computer Uses in Education; *Cost Effectiveness; *Educational Technology; Educational Television; *Instructional Effectiveness; Interactive Video; Literature Reviews

For this paper, prepared as an input to an ongoing assessment called "Adult Literacy and the New Technologies: Tools for a Lifetime," the literature on the use of technology in educational programs was reviewed, and the use and instructional effectiveness of audio equipment, television, computers, and interactive media were examined. Special attention was paid to the cost-effectiveness of educational technology and its use in adult literacy programs. The main findings of the review were as follows: (1) technology now makes possible many things that could not be accomplished by teachers or texts alone, increases student motivation, and enables special needs students (such as students with disabilities and non-English speakers) to achieve success in educational activities that they might otherwise fail or not be offered; (2) the current state of technology development does not encourage acquisition of and application for learning; (3) the effectiveness of technology depends on the context of its application and the quality of the technology materials available for learners; and (4) because no one technology can do everything any more than one teaching study can be appropriate to all students, subjects, and circumstances, educational technology is most effective when used in that specific combination with other technologies and instructional approaches that promises to be most effective for a particular purpose or goal. (Contains 70 references.) (MN)

ED 361 575 CE 064 577

McCormick, Cynthia
The Evening Student Survey.

PUB DATE- Mar 93
NOTE- 40p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, March 1993). Broken type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; Educational Quality; *Evening Students; Higher Education; Program Improvement; Questionnaires; School Surveys; *Student Attitudes; Student Characteristics; Student Educational Objectives; Student Participation; *Undergraduate Students

A study was conducted to determine adult learners' perceptions o their undergraduate evening programs and, at the same time, provide those same adult learners with an active learning research experience. Fifty-item questionnaires focusing on class scheduling, student characteristics and activity participation, quality of services offered, and ways of improving existing programs were completed by 889 of 1,379 adults (a 64% response rate) attending evening classes at Armstrong State College (Georgia). The responding students participated in both designing the survey and analyzing its findings. Most (88.9%) students agreed that more variety in class offerings is needed, and 53.1% rated quality of instruction in their programs as excellent. Most (85.3%) respondents expressed a need for more lighting and security on campus in the evening. Only 11.2% of the students knew their student government representative's name; however, 44.1% felt a representative specifically for evening students is needed. Most students (58.5%) had enrolled in evening school with a baccalaureate degree as their ultimate goal; 22.0% enrolled to get an associate degree. The survey was positively received by school administrators, and several curriculum changes and the creation of the new position of director of adult learning were direct results of the survey . (The survey instrument is appended.) (MN)

self-concept is indicated. (NB)

ED 361 612 CG 025 007

Proctor, Susan Tonskemper; And Others
School Nursing Practice: Roles and Standards.
PUB DATE- Jun 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Role Perception; School Health Services; *School Nurses; *Standards

This document is an application of the American Nurses' Association's (ANA's) "Standards of Clinical Nursing Practice" (1991) to the specialty of school nursing. It identifies specialty standards of practice for the school nurse subsumed under the standards of clinical practice which apply to all nurses. Chapter One focuses on the ANA standards for all clinical nurses. It discusses the relevance of the ANA standards to school nursing practice and presents new models of school health service delivery. Chapter Two looks at standards of school nursing and presents models of school nursing. Education for school nursing practice is examined and the evolution of the school nursing standards is traced. Chapter Three presents the National Association of School Nurses' (NASN) Standards of School Nursing Practice. The 10 standards are categorized under six role concepts: (1) Provider of Client Care (standards of clinical knowledge, nursing process, and clients with special health needs); (2) Communicator (standard of communication); (3) Planner and Coordinator of Client Care (standards of program management, collaboration within the school system, and collaboration with community health systems); (4) Client Teacher (standard of health education); (5) Investigator (standard of research); and (6) Role Within the Discipline of Nursing (standard of professional development). (Contains 117 references.) (NB)

ED 361 675 CS 011 410

Lewin, Beverly A.
A Schema-Based Reading Test.

PUB DATE- Nov 92
NOTE- 9p.; Paper presented at the Trilingual Conference (Haifa, Israel, November 15-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Structures; College English; Educational Needs; English (Second Language); Higher Education; Learning Theories; Psycholinguistics; *Reading Comprehension; *Reading Tests; *Schemata (Cognition); Test Construction; *Test Format; *Text Structure
IDENTIFIERS- Text Factors

Schemata based notions need not replace, but should be reflected in, product-centered reading tests. The contributions of schema theory to the psycholinguistic model of reading has been thoroughly reviewed. Schemata-based reading tests provide several advantages: (1) they engage the appropriate conceptual processes for the student which frees the student from the decoding task at hand, making the tests more comfortable for the students and more valid for the evaluator; (2) they ensure that students' grades correlate closely with their understanding of the basic structure of a text; (3) they would be in harmony with the psycholinguistic model of processing; and (4) they would use authentic academic texts, which are usually longer than the paragraph or page of existing tests, as the basis of course-leaving examinations. Five basic text structures have been the focus of the schemata literature: collection, descriptions, comparison/contrast, causation, and problem/solution. Many academic texts combine causation and problem/solution. Traditional test questions for such a text would not be weighted in relation to prominence in rhetorical structure. Such questions might include discrete-point questions or questions based on a holistic approach (based on a typographical unit, not on the structure of a text). Proposed schema-based questions on this type of academic text would explicitly address the problem, its causes and effects, a solution, and evaluation of the solution. Examples of specific types of test questions based on a sample text (discussing global food insecurity) are included; the sample text is attached. (RS)

ED 361 694 CS 213 986

Sledd, Robert

The Dark and Bloody Mystery: Building Basic Writers' Confidence.

PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Higher Education; Induction; Motivation Techniques; Undergraduate Students; *Writing Apprehension; *Writing Evaluation; Writing Imorovement; Writing Processes
IDENTIFIERS- *Basic Writers; Writing Development

While the roots of students' fear of writing go deep, students fear most the surface of writing. They fear that a person's language indicates the state not only of the mind but of the soul--thus their writing can make them look stupid and morally depraved. This fear of error and lack of confidence prevent students from developing a command of the written language and results in superficial treatment of superficial ideas. Using an inductive approach to analyzing writing can help students conquer the fear of surface errors that prevents them from tackling complex ideas in their work. An inductive approach which involves class discussion that analyzes samples of strong and weak writing has several benefits: (1) disagreement about which revision the class prefers undermines the notion that writing is "right" or "wrong," good" or "bad"; (2) students get reinforcement of the idea that writing involves choices among multiple alternatives, not a binary choice between "right" and "wrong"; (3) describing differences among alternative revisions and the original dispells the notions that the mysteries of writing are inaccessible to students; (4) discussion and description of the paragraphs make it necessary to get concepts like subject, verb, dependent clause under control; (5) the frequency of surface errors in student writing decreases; and (6) students begin to do more substantive stylistic revision to their own writing with the result that the content of their essays also improves. (Handouts intended to aid students in analyzing their own own and others' writing are presented in four attached appendixes.) (SAM)

ED 361 812 CS 508 324

Byerly, Carolyn M.
Toward a Comprehensive History of Public Relations.
PUB DATE- Aug 93
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Case Studies; Cultural Context; Development; Higher Education; History; Information Sources; *Media Research; Propaganda; Public Opinion; *Public Relations
IDENTIFIERS- Catholic Church; Historical Background; *Media History; Womens Suffrage

Standard histories of public relations privilege the field's association with business enterprise, and traditionally place the origins of the field in the press agentry of the 19th century and in the rise of corporate concern with public opinion in the first decade of the 20th century. However, the roots of public relations reach both farther and deeper into western history and cultural ethos than present histories reveal. Public relations history can only be accurately constructed by examining the ways that many diverse groups contributed through their use of informational (propaganda) campaigns to shape public opinion and manage human behavior through the centuries. These groups have been large and small, and they have represented both established authority and oppositional social movements. Brief case studies of the Catholic Church's propaganda campaigns during the holy crusades between the 11th and 13th centuries and the women's suffrage campaign during the 19th and early 20th centuries serve as examples to illustrate this new, more comprehensive approach to the development of public relations history. (Contains 33 references.) (Author/NH)

ED 361 831 EA 025 136

Krasnow, Jean H.; And Others
The Social Competency Program of the Reach Out to Schools Project. Project Report, 1991-92. No. 3.
PUB DATE- 92
NOTE- 20p.; For 1990-91 report, see EA 025 135.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Development; *Classroom Environment; Curriculum Development; *Educational Cooperation; *Educational Environment; Elementary Education; *Interpersonal Competence; *Interpersonal Relationship; Self Esteem

This document presents outcomes of the Social Competency Program: Reach Out to Schools Project, a program designed to help elementary students learn and practice interpersonal and problem-solving skills. It is based on the understanding that positive peer relationships and a supportive, caring classroom community are essential to students' social and academic development. Data were collected from questionnaires administered to 35 first-year and 30 second-year teachers, and 561 students, and from interviews conducted with 4 principals. Teachers believed that the program would help them with an increasing array of classroom-management issues. They reported the following positive changes in student behaviors: less time spent on conflict resolution; fewer distracting behaviors and more listening behaviors; greater tolerance for all students; carryover of curriculum concepts into other academic areas; more developed discussions and expressions of feelings, ideas, and multiple perspectives; and increased shared decision making. The findings point to the central role of positive relationships in social and cognitive growth, the expansion of shared decision making, and the encouragement of idea-sharing and listening. (LMI)

ED 361 850   EA 025 227

Denton, Jon J.; Metcalf, Teri
Two School-University Collaborations: Characteristics and
  Findings from Classroom Observations.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Atlanta, GA, April 12-16,
  1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Educational
  Administration; *Educational Cooperation; Elementary Secondary
  Education; Higher Education; *Institutional Cooperation;
  Leadership Training; *Organizational Communication;
  *Participative Decision Making; Partnerships in Education;
  Public Schools; Teacher Certification; Universities

This paper examines how selected program characteristics and attributes of key players affected two school-university collaborative efforts, and how funded grants created the need for collaborative linkages between schools and universities with little or no prior experience in joint efforts. Two programs (an alternative certification program and a professional-development center) their joint planning processes, and the consequences of their joint actions are described. The alternative certification program was established to meet the perceived shortage of secondary mathematics and science teachers, and the professional-development center was created to provide teacher-preparation programs that are technology enhanced and field-based. Findings indicate that although formal structures may support cooperation, it is the individuals within organizations who make collaboration a success. The human characteristics of risk taking, commitment, tolerance for ambiguity, energy, and compassion contribute to the success of collaborative activities across institutions. Communication is the key. As trust builds through interactions and demonstrative actions, collaboration becomes a valuable byproduct of successful communication. One table and two figures are included. Contains 21 references. (LMI)

ED 361 911 EA 025 315

Tallerico, Marilyn; And Others
Gender and Politics at Work: Why Women Exit the Superintendency.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
PUB DATE- Aug 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Employment Patterns; Equal Opportunities (Jobs); *Females; *Labor Turnover; *Sex Bias; Sex Stereotypes; *Superintendents; *Women Administrators

Findings of a study that explored reasons why women exit the superintendency are presented in this document. Data were collected through open-ended telephone interviews conducted with 20 women who left superintendencies within the past 7 years and with 4 women informants, all derived through snowball sampling. One-third had voluntarily exited their positions and two-thirds had left involuntarily. Those who had left of their own volition did so because of "pulls" toward other options or interests. Involuntary leave-takers left because of "pushes," and most frequently cited political factors as the cause of exit. None saw gender as the primary cause of exit; however, multiple gender-related factors shaped both the context of the women's daily work and their perspectives on the departure. Suggestions to help retain women in the superintendency are offered, based on Ragins and Sandstrom's (1989) four-tiered model that analyzes interaction at the individual, interpersonal, organizational, and societal levels. On the individual level it is suggested that work and role-related knowledge and skills can and shall be further developed by individual initiative. On the interpersonal level, most involuntary exiters advocated increased formal training to "better prepare" school board members for interaction with female administrators. Increased attention to political skills-building and more and more effective formal and informal support systems for women superintendents are also advocated. On the organizational level, several additional approaches are suggested, including the implementation of more equitable selection and tracking practices and the creation of national certification and retirement systems for superintendents. And finally, on the societal level, the overriding need is to change traditional conceptions of leadership and gender roles so that women's contributions will be more fully valued. Recommendations are also offered to local school boards, universities, state policymakers, professional associations, and the National Policy Board for Educational Administration (NPBEA). (LMI)

ED 361 594 CE 064 620

Miller, Nod, Ed.; Jones, David J., Ed.
Research: Reflecting Practice. Papers from the SCUTREA Annual Conference (23rd, Manchester, England, July 6-8, 1993).
PUB DATE- Jul 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Adult Education; Autobiographies; *Educational Research; Epistemology; *Research and Development; *Research Methodology; Research Needs; Research Problems; *Theory Practice Relationship
IDENTIFIERS- *Teacher Researchers

The following papers are included: "Social Classification of Women's Work" (Benn, Burton); "Developing Models of Learning from Experience" (Boud, Walker); "'Research Reflecting Practice?'" (Edwards, Usher); "Metaphors and Their Implications for Research and Practice in Adult and Community Education" (Hunt); "'Common-Sense' Approach to Reflection" (Russon); "Generating Knowledge in Practice" (Sisto, Hillier); "Taking the Epistemology" (Steele); "Feminist Issues in Adult Education Research" (Zukas); "Group Based Research" (Anderson); "Adult Education as History" (Chase); "Researching the Use and Evaluation of Experiential Teaching Methods in University-Based Adult and Continuing Education" (Cherrington, van Ments); "Is History Different?" (Coles); "Discussion Groups and Researcher Bias" (Dawson); "A Becoming of Gatekeepers" (Duke); "The Lone Adult-Education Researcher" (Greenland); "Reflecting Research Practice" (Newton); "'Hero(in)es of Labour'" (Payne); "Analysing the Effectiveness of Distance Learning Methods with 'Disadvantaged' Groups in Continuing Education" (Withnall); "The Multiple Self in the Unity of Adult Learning" (Daggett); "Becoming More Reflexive as a Researcher" (Johnston); "Collecting Data and Recollecting in Tranquility" (Jones); "Doing Adult Education Research through Autobiography" (Miller); "Changing Places" (O'Rouke); "'Speaking Personally'" (Stuart); "Adult Learning and Life Histories" (Thomson); "On Keeping a Diary" (West, Alexopoulou); "Issues in Researching a Common Practice" (Anderson, Boud, Sampson); "Whose Line Is It Anyway?" (Bryant); "Practitioner-based Enquiry" (Davis); "Practitioner Research as Continuing Self-Education" (Hampton, Hampton); "Practitioners as Researchers" (Thorpe); "Adult Educators' Reflections on M.Ed. Projects which They Had Undertaken" (Watson); "Keeping the Customer Satisfied" (Armstrong); "Researching Educational and Training Guidance Needs of Bilingual Women" (Brah, Kaye); "Collaborative Research Practices and the Wider Community" (Forrester); "Student Research and LEA (Local Education Agency) Adult and Continuing Education" (Jones); "Negotiating the Minefield" (Malcolm); "Research and Development Issues for Vocational Education and Training" (McDonald et al.); "University-Based Adult Education and the Field of Practice" (Millar); "Politics of Research" (Patel); "When the Chips Are Down" (Winterton); "Access Course Feedback" (Day, Highton); "On the Relationship between Researcher and Researched" (Edwards); "Evaluation and Accountability in the Research Process" (Lawrence); and "Working Collaboratively on Research into Collaborative Working" (Shuttleworth). Some papers contain substantial bibliographies. (MN)

ED 361 634 CG 025 029

Child Safety Curriculum Standards.

SPONS. AGENCY- Department of Education, Washington, DC.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 90
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Neglect; *Child Welfare; Curriculum Guides; Early Parenthood; Elementary Secondary Education; Juvenile Gangs; Latchkey Children; Rape; Runaways; *Safety; *School Safety; Standards; Substance Abuse; Suicide; Venereal Diseases; *Youth Problems

This document presents a set of child safety curriculum guidelines intended to help prevent child victimization and to promote safer living and learning environments for children and adolescents across America. These guidelines were developed to help educators, law enforcement personnel, and members of other youth-serving agencies teach children how to protect themselves from a variety of dangers. The standards offer sample strategies that can be used as a starting point in a more extensive curriculum development. Thirteen sections are included that deal specifically with child safety issues. The standards are divided into five grade groups: kindergarten-grade 1, grades 2-3, grades 4-6, grades 7-8, and grades 9-12. Each section contains background information and statistics on the scope of the problem addressed; the key points that should be stressed on this topic: a variety of activities to help make those key points; and a list of resources. The 13 sections are: (1) "Bullying" (Stuart Greenbaum and Brenda Turner); (2) "Child Abuse and Neglect" (Shayla Lever); (3) "Gangs" (Lilia Lopez and Ronald Garrison); (4) "Latchkey Children" (James Campbell); (5) "Non-Family Abductions" (Jerri Smock); (6) "Parental Abductions" (Janet Kosid-Uthe); (7) "Rape" (Claire Walsh); (8) "Runaways" (Gregory Loken); (9) "Sexually Transmitted Diseases" (Marcus Copelan); (10) "Substance Abuse" (Loretta Middleton and Christine Campbell); (11) "Suicide" (Diane Ryerson and Judie Smith); (12) "Teen Parenting" (Mary Sullivan and Brenda Turner); and (13) "Weapons" (G. Ellis Butterfield). A final

ED 361 654 CS 011 389

Chinn, Clark A.; And Others
Situated Actions during Reading Lessons: A Microanalysis of Oral Reading Error Episodes. Technical Report No. 582.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Context Effect; Elementary School Students; *Error Analysis (Language); *Feedback; *Miscue Analysis; *Oral Reading; Primary Education; Reading Achievement; Reading Comprehension; Reading Research; Teacher Behavior
IDENTIFIERS- Communication Patterns

A microanalysis was completed of 3,003 oral reading error episodes during 72 small-group reading lessons involving 116 students in three second-grade and three third-grade classrooms. Factors were investigated that influenced: (1) oral reading errors made by readers; (2) the readers' reactions to their own errors; and (3) the teachers' feedback following errors. Characteristics of errors were influenced by such factors as the individual reader's comprehension ability, the difficulty of the text, and teacher rates of feedback. Readers' reactions were generally influenced by the same set of factors, together with the characteristics of the errors themselves. The patterns of teachers' feedback suggested that they were juggling several goals: maintaining pace, preserving meaning, and helping students who were having difficulty with decoding. One way in which teachers appeared to reach a compromise among these aims was to employ stereotyped feedback routines. Results support the idea that the actions of students and teachers during error episodes are situated in social contexts, emerging in response to a dynamic interplay of factors that converge at particular moments. (Six tables of data and a figure representing the network of relations among errors, reactions, and feedback are included; 61 references are attached.) (Author/RS)

ED 361 733 CS 214 028

Schierhorn, Ann B.; Endres, Kathleen L.
Magazine Editors and the Writing Process: An Analysis of How Editors Work with Staff and Free-Lance Writers.
PUB DATE- Aug 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Editing; Editors; *Education Work Relationship; Higher Education; *Journalism; Journalism Education; National Surveys; News Writing; Periodicals; Writing Instruction; Writing Processes
IDENTIFIERS- Journalism Research; Process Approach (Writing)

Editors of business and consumer magazines chosen by a random sample were asked in a mail survey what method they used in working with staff writers and free-lance writers. They were asked how they work with writers in the five stages of the writing process--idea, reporting, organizing, writing and rewriting. The first mailing to consumer publications provided 77 responses and a follow-up questionnaire yielded 23 responses. These 100 responses yielded 97 usable surveys, or a 59% response rate. The survey showed respondents used an "ad hoc" method of working on stories. This differs from the process method of writing instruction, which is the dominant teaching method in the magazine journalism classroom and has been embraced by the newspaper industry under the name of coaching. Editors also were asked to what extent they involve writers in a creative team, a cooperative effort by writers, editors, photographers, artists and designers who collaborate on the most effective way to tell the story. The survey showed that these editors had not embraced the creative team approach, even though it is promoted at industry conferences. (Contains 9 data tables and 20 references.) (Author/NH)

ED 361 753 CS 508 251

Keaten, James A.; Richardson, M. Elizabeth
A Field Investigation of Peer Assessment as Part of the Student Group Grading Process.
PUB DATE- 14 Feb 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Western States Communication Association (Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Grading; Group Behavior; Higher Education; *Peer Evaluation; Speech Communication; *Student Attitudes; *Student Evaluation; Undergraduate Students

A study examined the effectiveness of an experimental system of peer assessment. Two speech communication classes consisting of 22 student groups (110 participants) served as subjects. At the beginning of the semester, students in both classes were assigned to groups. Each group was responsible for presenting a project. The groups met both inside and outside of class throughout the semester. To assess the individual contributions of group members, a peer assessment instrument was developed, consisting of six dimensions: (1) out-of-class attendance; (2) out-of-class participation; (3) in-class attendance on group days; (4) in-class attendance; (5) quality of work; and (6) interest in the project. Results indicated that students think peer assessment is an important part of the group grading process. Students also found that the peer evaluation form used was fair and valid. Findings also suggest that student attitudes regarding peer assessment are independent of their attitudes toward both group process and outcome variables. (Three tables of data are included; the peer assessment inventory is attached.) (Author/RS)

ED 361 891 EA 025 278

Greene, Andrea; And Others
Head Start Goes to School: 1992-93 Evaluation Report.
PUB DATE- Sep 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Development; *Disadvantaged Environment; Educational Cooperation; *Educational Improvement; Family Environment; *Outcomes of Education; Preschool Education; Primary Education; *Program Evaluation; Social Services
IDENTIFIERS- *Arizona; *Project Head Start

This document describes first-year outcomes of the Arizona Transition Project, which is part of the National Head Start-Public School Transition Project. The project seeks to maintain the early benefits of Head Start through the primary grades and beyond. Outcomes for 1992-93 relating to children, families, system, and policy for the years K-3 were examined. Quantitative and qualitative data were gathered from over 100 children and their families enrolled in three Transition schools and three control schools in Phoenix, Arizona. Data were obtained through child assessments, interviews with families and key collaborators, questionnaires of teachers and family advocates, and observation. Findings indicate that the Transition Project has had substantial progress in achieving its objectives: Transition students are outscoring control students on most measures; Transition services are being implemented as planned; staff are enthusiastic about project goals and services; startup problems have been minimal and handled through a well-developed communication network; and people feel included in decision making. A summary of evaluation results is offered. Recommendations are made to use student achievement data to identify gaps in skills development, refine program implementation processes, develop linkages with other programs, and disseminate information to local and state policy makers. Eighteen tables, six figures, and an appendix that summarizes data-collection instruments are included. (LMI)

ED 361 481 CE 064 366

Adler, Laurel; Cragin, John
How Students and Programs Benefit from Business/Education Partnerships.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Dropout Prevention; *Education Work Relationship; Futures (of Society); *High Risk Students; Immigrants; *Institutional Cooperation; Minority Groups; Partnerships in Education; *School Business Relationship; Secondary Education
IDENTIFIERS- California (Los Angeles)

As more immigrants enter the United States, there are more lower-skilled people in the country, especially in the Los Angeles area, whereas the growth in jobs is in the higher-skilled sector of the job market. As the problems have increased, the need for business involvement in education has become apparent. During the past 10 years, business involvement in schools has steadily increased. Beginning with modest local initiatives like adopt-a-school programs, other types of partnerships have evolved. Such business partnerships enable schools to serve at-risk youth by providing increased access to employment and work experiences and increased personal attention. A current model project involves the Los Angeles Area Business/Education Partnership Project operated by Los Angeles Trade Technical College, California State University Los Angeles, the East San Gabriel Valley Regional Occupational Program, more than 300 businesses, and more than 20 public and nonprofit community service agencies. Key components of this program are as follows: early identification, parental involvement, an adaptive curriculum, a combination of instructional approaches, cooperative training programs, decentralized services, open-entry enrollment, cooperative liaisons with local businesses, academic instruction tied into student career goals, and liaison with community service agencies. The project has been effective in both employment placement effectiveness and school dropout prevention. (Contains 23 references.) (KC)

ED 361 519 CE 064 466

Geale, John; Duke, Chris

Good Practice in University Continuing Vocational Education.
UCACE Occasional Paper No. 13.

PUB DATE- Dec 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; *Continuing Education; Department Heads; Educational Change; *Educational Practices; *Educational Strategies; Foreign Countries; Higher Education; *Program Administration; *Vocational Directors
IDENTIFIERS- *United Kingdom

A project was conducted to identify good practice in continuing vocational education (CVE) and the barriers to increasing the quantity and quality of CVE provided by universities in the United Kingdom. During the project, 6 research briefing seminars were attended by 46 persons, 13 researchers conducted case studies, 17 researchers conducted key issue investigations, and 21 universities participated in visits/seminars conducted by the project manager. The study found that all UK universities are committed to providing more CVE, tending toward more integration with degree teaching and research. Good practices identified for senior management include the following: staff motivation, effective financial systems, financial incentives, accreditation of CVE, and recognition for teaching. For CVE directors, these good practices were recommended: departmental coordination and information sharing, good links with central administration, coordinated external networking, and change management. Good practices for department heads were as follows: making CVE a normal academic duty and being selective about collaborators. (Eight appendixes provide the following: an extended project description; a project outline and methodology; lists of steering committee members, case studies, key issues, a list of related projects, and statistical data on CVE in 1990-91 and 1991-92.) (MN)

ED 361 556 CE 064 546

Biomanufacturing in Massachusetts: An Assessment and Educational Analysis.

SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE- Jun 92
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biotechnology; Curriculum Development; *Educational Needs; Educational Strategies; Elementary Secondary Education; Females; Job Development; Job Skills; Job Training; *Labor Force Development; *Manufacturing Industry; Minority Groups; Needs Assessment; Partnerships in Education; Quality of Working Life; School Business Relationship; State Action; State Surveys; *Statewide Planning; Tables (Data)
IDENTIFIERS- *Massachusetts

A study examined the nature and requirements of biomanufacturing work force development in Massachusetts. The jobs created by biotechnology and skill requirements for the different levels of biotechnology jobs were analyzed. Next, study task force members visited 23 companies throughout Massachusetts and interviewed a wide selection of personnel, including company presidents, scientists, human resource personnel, trainers, "line" technicians, and manufacturing supervisors. Respondents were asked to rate the importance of 155 competencies. At least 90% of the competencies related to work habits and interpersonal relationships, communication, math, and technology received ratings of "required" or "good to know." Chemistry skills were generally considered more important than biology skills. The following issues pertaining to incorporating biotechnology into the K-12 curriculum were discussed: teacher needs, teacher training, resources for teachers, sex equity strategies, strategies for grades K-5 and 6-8, and a model curriculum for technical training. Job quality and opportunities for women and other minority groups in the biomanufacturing industry were examined. Task force members formulated 20 recommendations regarding state, job training, and educational initiatives. (Includes 21 tables.) (MN)

ED 361 714 CS 214 008

Tohe, Laura
A Native American's Perspective on the Writing Classroom.
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; *Cultural Differences; Cultural Pluralism; Higher Education; *Literature Appreciation; *Modeling (Psychology); *Multicultural Education; Social Bias; Teacher Behavior
IDENTIFIERS- *Ethnic Literature; *Native Americans

Except in small doses, the language and literature of Native Americans remains invisible in the American school curriculum. Undergraduate literature classes fail to offer works by Native Americans just as the undergraduate curriculum offers few courses in Native American literature. Graduate schools frequently define minority literature as African-American and the contributions of Native Americans are neglected, distorted, or given minor attention. Consequently, students who are confronted with ethnic literature that is not "white man's literature" are initially unwilling to accept the credibility of either the literature or the native American instructor. A Native American female teaching predominantly White students struggled with these issues, and with the question of how to gain credibility and voice in the classroom. She decided that being honest and up front with students at the beginning of the semester concerning her own identity, presence, and voice, could help build a framework that focuses on history, cultural studies, art, and historical events. This framework can challenge students' comfortable world view and provide opportunities for them to reach for their own voices as they go beyond their self-made and culturally-made boundaries. (NH)

ED 361 774 CS 508 286

Eastman, Susan Tyler
Assessment in Mass Communication.
PUB DATE- May 93
NOTE- 39p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Seniors; *Competence; *Departments; *Higher Education; Mass Media; *Models; National Surveys; *Outcomes of Education; *Student Evaluation; Telecommunications
IDENTIFIERS- *Exit Examinations

Departments of mass communication employ about 15 different types of assessment to measure either their students' individual achievement or the curriculum and teaching. Of these, exit examinations for seniors have raised the most apprehension. This paper reports the results of a national survey of 276 four-year colleges and universities teaching mediated communication under such departmental titles as mass communication, radio-television, broadcasting, telecommunications, and mass media. Results (response rate exceeded 82%) showed that 94% of media departments do not use exit tests, and most of the 6% that do, use them to measure improvements in curriculum and teaching, not to measure individual student achievement. Even when individual student outcomes are the goal, few schools make passing exit tests a condition of graduation. Case reports based on interviews with the 6% of schools now using exit tests illustrate the range and type of objective-style and essay-style exit testing. The paper concludes with a 10-part assessment decision-making model. (Contains 2 data tables and

ED 361 871 EA 025 250

Ros, Anje
Organizational and Instructional Factors and the Efficacy of Cooperative Learning in Dutch Classroom Practice.
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Cooperative Learning; Elementary Education; Elementary School Students; Foreign Countries; *Group Dynamics; Interpersonal Relationship; *Peer Teaching; Self Directed Groups; Student Behavior; *Teacher Student Relationship; Time on Task
IDENTIFIERS- *Netherlands

This paper presents findings of a study that examined the influence of organizational and instructional factors on the efficacy of cooperative learning in Dutch classrooms, as measured by student achievement. To answer the question "What is the degree to which primary schools in the Netherlands use cooperative learning," a questionnaire was completed by 500 teachers from 750 schools. The second phase involved classroom observation of 1,200 students aged 10-12 years in 55 classrooms in 33 schools, a survey of their teachers, and analysis of student achievement test scores. Findings indicate that there was no difference in the mean quality of cooperation and the mean learning progress in classrooms that used cooperative learning frequently and those that did not. Therefore, no clear conclusions about which organizational and instructional factors affect the efficacy of cooperative learning could be drawn. A research design for more indepth study is highlighted. Four tables are included. (LMI)

ED 361 931 EC 302 398

Opuda, Michael J.

The Third Wave of Due Process--State Special Education Complaint Investigations.

PUB DATE- 17 Apr 92

NOTE- 19p.; Paper presented at the Annual Convention of the Council for Exceptional Children (70th, Baltimore, MD, April 13-17, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Arbitration; *Board of Education Policy; *Disabilities; *Due Process; Elementary Secondary Education; Federal Legislation; *Grievance Procedures; Parent Rights; *State Legislation; *State Programs

IDENTIFIERS- *Maine

This presentation outlines the complaint investigation process developed by the Maine Department of Education to ensure a timely response to complaints concerning special education services, and to provide third party mediation and arbitration as needed. Complaint procedures required under federal regulations are outlined. Strengths and weaknesses of the use of due process hearings and complaints under the Educational General Administrative Regulations and state regulations are also discussed. Advisory rulings from the United States Department of Education concerning complaints procedures are reviewed, and strategies for effectively responding to complaints are put forth. (PB)

ED 361 500 CE 064 435

Life at the Margins: Profiles of Adults with Low Literacy Skills. Contractor Report, Adult Literacy and New Technologies: Tools for a Lifetime.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Mar 92
NOTE- 348p.; For related documents, see CE 064 323 and CE 064 432-438.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Blacks; Differences; Hispanic Americans; *Illiteracy; *Individual Characteristics; *Individual Needs; Literature Reviews; Profiles; *Regional Characteristics
IDENTIFIERS- African Americans; *Appalachia; *California

As part of an ongoing assessment on adult literacy and the new technologies, this study profiled the similarities and differences among Appalachian and Californian adults with low literacy skills. Two teams of researchers each profiled six adults with low literacy skills. The study population was selected so as to reflect a diverse mix of ages, genders, social and ethnic backgrounds, and literacy skills. Despite their great diversity, the 12 persons profiled had all been marginalized economically and culturally by society, had faced hard times, expressed a strong desire to become more self-reliant, hoped to improve their literacy skills and thereby obtain a better life for themselves and their children, and shared common strategies for overcoming their illiteracy (including the building of social networks and use of "readers"). Differences among the native and nonnative English speakers profiled were found in relation to the following areas: uses of technology, impact of first language usage, connections between English-as-a-Second-Language literacy, and family relationships, and the clarity of cultural identity possessed by nonnative speakers in contrast to the white and African Americans profiled. The implications of these differences for literacy education were discussed. (Appended are a literature review with 75 references, reflections on the research, and biographical sketches of the researchers.) (MN)

ED 361 537 CE 064 502

Workforce Gadsden. "Bridging the Gap." Section 353 Project Final Report.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Industrial Education; *Literacy Education; On the Job Training; Outcomes of Education; Program Effectiveness; *Program Implementation
IDENTIFIERS- *Florida (Gadsden County); *Workplace Literacy

A cooperative effort was made by the Chamber of Commerce and the Adult and Community Education Program to encourage and facilitate work force literacy in small and medium-sized businesses, industries, and government agencies in Gadsden County, Florida. Businesses that could benefit were identified through a business/industry questionnaire. Six businesses and two government agencies agreed to participate in the program, with approximately 50 employee participants involved during the year. In addition, 48 volunteer tutors were trained and 12 assigned during the project. Employees identified as potential participants for the project were evaluated using the Test of Adult Basic Education (which was also used as a posttest to measure progress). Ten employee participants succeeded in obtaining General Educational Development certificates during the project. A Workforce Literacy Advisory Council was established and continues to function. The project developed a pamphlet and a packet of materials to send to all businesses and industries in Gadsden County having 25 or more employees. The project was publicized through the media, and 26 site visits were made to businesses and government agencies for the purpose of promoting the project. (KC)

ED 361 576 CE 064 578

Corbett, James E.
The Utilization of Hunter Education within the Agricultural Education Programs of Georgia.

PUB DATE- 93
NOTE- 64p.; Educational Specialist in Agricultural Education Research Paper, University of Georgia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agricultural Education; *Educational Benefits; *Educational Demand; *Educational Supply; Intermediate Grades; Questionnaires; *Safety; Secondary Education; State Surveys; Teacher Attitudes; Use Studies
IDENTIFIERS- *Georgia; *Hunter Safety

A study examined the status of hunter education in Georgia and the benefits of hunter education or "hunter safety" instruction as perceived by agricultural educators throughout the state. Surveys were mailed to a stratified random sample of 155 agricultural education teachers at middle, junior, and senior high schools throughout Georgia. According to the responses, 47.9% of agricultural programs in Georgia include hunter education in some fashion as part of their agricultural programs, 77% of the state's secondary agricultural programs incorporate instruction in natural resources, and 60% of agricultural education students are hunters. The vast majority (94.4%) of agricultural education teachers surveyed recommended that other interested agricultural educators utilize hunter education because of its benefits related to enhancing students' safety, providing them with greater knowledge of natural resources, and increasing students' motivation. Of the agricultural teachers surveyed 55.8% plan to expand the natural resources instruction they provide in areas such as marksmanship (40%), archery (28.3%), and compass skills (75%); 46.9% indicated that their students are involved in competitions related to hunter education. (The survey instrument is appended, and 23 references are listed.) (MN)

ED 361 613 CG 025 008

Reducing School Violence: Schools Teaching Peace. A Joint Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Conflict Resolution; *Elementary School Students; Elementary Secondary Education; *Peace; *School Safety; *Secondary School Students; *Violence

This document was written by and for educators concerned about the classroom disruptions that steal instructional hours and endanger the safety of students. It also should be useful to community groups and parents who help children to develop productive skills in dealing with their own emotions and dealing with others in constructive ways. The document begins with a Rationale section to help readers more fully understand the extent of the problem of violence in the schools; the definitions and importance of conflict and conflict resolution; the focuses of several approaches to resolving conflict; and the need to act now to implement conflict resolution curriculum in schools. The Findings section of the report describes common characteristics of conflict resolution programs (content, teacher training, and parent involvement) being used in schools across the state of Tennessee and reported in recent literature. It also provides case studies as specific examples of successful elementary, middle, and high school conflict resolution programs. The section ends with an annotated list of resources that describes programs and curriculum guides, books and other print materials for children and adults, videotapes, organizations, and contact information for training on conflict resolution and mediation. Finally, a bibliography concludes the guide for teaching peace through conflict resolution. (Contains 71 references.) (NB)

ED 361 793 CS 508 305

Frymier, Ann Bainbridge
Immediacy and Learning: A Motivational Explanation.

PUB DATE- 29 May 93
NOTE- 53p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Communication Research; Higher Education; Path Analysis; *Student Attitudes; *Student Motivation; *Teacher Behavior; Undergraduate Students
IDENTIFIERS- *Communication Behavior; *Teacher Immediacy

Within the framework of motivational theory, a study investigated how teachers' use of immediacy behaviors impacted students' learning. Two competing explanations for the immediacy-learning relationship (the motivation model and the attention model) were tested using path analyses with panel data collected over the period of one semester. A total of 178 undergraduate students reported on 105 male instructors, 67 female instructors, and 6 instructors of unidentified gender. Participants reported on classes in 45 different departments at a mid-sized eastern university. Support was found for the motivation model explanation of the immediacy-learning relationship. Findings suggest that, using J. M. Keller's model of motivation (in which motivation requires four conditions: interest, relevance, expectancy, and satisfaction), teacher immediacy may have a positive impact on students' motivation to

study because it addresses at least three of the four conditions of motivation. (Two tables and six figures of data are included. Contains 39 references.) (RS)

ED 361 832 EA 025 140

Brown, Jean

Leadership for Change in Secondary Schools: A Team Effort.

PUB DATE- Apr 93

NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Administrator Role; Board Administrator Relationship; Department Heads; *Educational Change; Foreign Countries; Instructional Leadership; Interprofessional Relationship; *Leadership; *Leadership Styles; *Organizational Change; *Organizational Climate; Principals; Secondary Education

IDENTIFIERS- *Ontario

Findings of a study that examined the nature of transformational leadership in 10 Canadian secondary schools are presented in this paper. Interviews were conducted with all of the principals and vice-principals and a sample of department heads in 10 secondary schools identified as successful in implementing change. This paper presents findings from two of the schools, both located in Ontario. Findings indicate that in both schools, there were many leaders involved with change initiatives and that leadership was not tied to any level or position. The following practices associated with transformational leadership were exhibited: identifying and articulating a vision; providing an appropriate model; fostering the acceptance of group goals; setting high performance expectations; providing individualized support; and providing intellectual stimulation. Principals and department heads played the most visible leadership roles, while vice-principals tended to support change as embedded in the efficient operation of the school. Overall, teachers' interests focused on their classrooms. Change initiatives in both schools were influenced by external influences, such as the school board, the community, and the provincial Ministry. Two figures and one table are included. (Contains 51 references.) (LMI)

ED 361 655 CS 011 390

Chinn, Clark A.; Brewer, William F.
The Role of Anomalous Data in Knowledge Acquisition: A Theoretical Framework and Implications for Science Instruction. Technical Report No. 583.
PUB DATE- Sep 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Processes; *Data Interpretation; Elementary Secondary Education; Epistemology; Information Processing; Science Instruction; *Scientific and Technical Information; *Scientific Methodology
IDENTIFIERS- *Knowledge Acquisition

Noting that understanding how science students respond to anomalous data is essential to understanding knowledge acquisition in science classrooms, this paper presents a detailed analysis of the ways in which scientists and science students respond to anomalous data. The paper postulates seven distinct forms of response to anomalous data: ignoring the anomalous data; rejecting the data; excluding the data from current theory; holding the data in abeyance; reinterpreting the data; making peripheral changes to the current theory; and changing the theory. The paper analyzes the factors that influence which of the seven forms of response a scientist or student will choose, giving special attention to the factors that make theory change more likely. Finally, the paper discusses the implications of the framework for science instruction, and considers that the analysis holds promise for areas of education other than science instruction. Tables listing the features of each of the seven responses to anomalous data, factors that influence how people respond to anomalous data, and instructional strategies for promoting reflective theory change are included. Contains 289 references. (RS)

ED 361 676 CS 011 412

Weitock, Theresa A.
Increasing Literacy by Improving Parent School Relationships.

PUB DATE- 93
NOTE- 126p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Inner City; Inservice Teacher Education; Intermediate Grades; Literacy; *Parent Participation; *Parent School Relationship; *Urban Education; Workshops
IDENTIFIERS- Communication Strategies; *Parent Needs; Parent Outreach Program; *Teacher Needs

Designed to increase literacy by improving parent school relationships in an inner city elementary school in the southeastern United States, a practicum provided workshops for 45 teachers as well as parents of approximately 900 students. These teacher workshops were designed to encourage teachers to keep an open line of communication with the parents all through the year and to encourage teachers to contact parents for positive reasons as well as negative ones. Six parent-teacher-child workshops were given to teach parents and children how to work together. Modeling techniques as well as "hands on activities" were all part of the Parent Teachers Association and Parent Outreach Program. Sign-in sheets for parents, teachers, and children were provided and data were collected after each session. Checklists, questionnaires, and surveys developed for the practicum were used. Outcomes of this practicum were very encouraging; all of the objectives were achieved. Findings suggest that teacher workshops designed to help teachers reach out to parents should be an important part of the curriculum. (Thirteen tables of data and three figures are included; 27 references and 13 appendixes, including a parent survey form, outreach material, and workshop agendas are attached.) (Author/NH)

ED 361 695 CS 213 988

Dieterich, Dan
Fringe Benefits of Writing Consulting.
PUB DATE- Mar 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Communication; College Faculty; *Consultants; Higher Education; Professional Services; *Technical Writing; Writing Instruction
IDENTIFIERS- English Teachers; *Professional Writing

College English faculty should consider the benfits of business writing consulting. Personal fringe benefits for consultants include traveling and meeting interesting people, and generally having attentive students. Writing consultants enhance their knowledge of business writing, improve their teacher competency, and improve their writing and editing competency. In addition, consultants often find opportunities for writing research. Consultants also provide benefits for their educational institution: they become better teachers, they enhance the reputation of an institution, they sometimes attract students to an institution, and they often discover fund-raising opportunities. Finally, business writing consultants provide solid benefits for their clients as highly trained teachers who serve their clients at a fraction of the price of a full-time employee. (HB)

ED 361 715 CS 214 009

Ervin, Elizabeth

Resisting Mastery.
PUB DATE- 2 Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College Faculty; *Females; Graduate Students; Higher Education; *Interprofessional Relationship; Interviews; *Mentors; Racial Bias; *Self Concept; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Protege Mentor Relationship

Excerpts from interviews with four women mentors in academe illustrate a common, problematic syndrome which involves resistance to assuming the position of master. Each of the women expressed a profound discomfort with the idea of being considered an "expert" and each resisted the role in her own way. Sarah had adopted a stance of distance with her own students and with her mentors. Roberta adhered to a "sponsorship" position to help define the boundaries between her personal and professional lives. Debbie, who resisted the idea that as a mentor she should be an all-knowing expert, saw herself as a "co-investigator" who was drawn into collaboration as an alternative. And Maria, faced with the blunt reality of discrimination as a Mexican and part-time graduate student, felt that a good mentor is not an expert but an advocate who is in a position to help students succeed in spite of discrimination. (NH)

ED 361 734 CS 214 029

Fedler, Fred
Growing Body of Evidence Refutes Some Criticisms of J-Schools.

PUB DATE- Aug 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Evaluation; *Education Work Relationship; *Employment Qualifications; Higher Education; *Journalism Education; Newspapers; *Teacher Qualifications
IDENTIFIERS- *Educational Issues; Journalism Research; *Journalism Schools; Professional Concerns

For years professionals in the newspaper industry have criticized journalism schools' courses, students, and faculty members, and J-school faculty have lashed back, insisting that the charges are based on simplistic generalities and personal prejudices. While the ongoing debate has yielded little agreement and much confusion, it has provided a growing body of evidence which reveals that several--but not all--of the professionals' criticisms are mistaken. A most frequent complaint is that students are being taught by Ph.D.'s who know a great deal about academic research but little about the practical work of publishing a newspaper; however, a vast body of evidence shows the critics are mistaken. Professionals also want students to complete more courses in the liberal arts; yet, the Accrediting Council on Education in Journalism and Mass Communications already requires students to complete "no fewer than 65 semester hours in the liberal arts and sciences." Half the respondents to an ASNE survey said they did not care whether their new employees had degrees in journalism or the liberal arts. Yet, when they hired new graduates, editors overwhelmingly hired those with degrees in journalism. The first step toward creating a more harmonious relationship between newspaper professionals and J-schools may be to acknowledge the growing body of evidence gathered during the last 20 years. The second step may be to abandon unsubstantiated generalities--or to begin gathering the evidence needed to prove these generalities. (Sixty-eight notes are included. An addendum provides 14 unanswered research questions, and a list of 13 suggested readings is provided.) (NH)

ED 361 754 CS 508 253

Shulman, Gary M.; Luechauer, David L.
Creating Empowered Learners: Merging Content and Process.
PUB DATE- 16 Nov 91
NOTE- 30p.; Paper presented at the Annual Lilly Conference on College Teaching (Indianapolis, IN, November 16, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; College Students; Higher Education; *Student Evaluation; Student Motivation; *Student Participation; *Teacher Role; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Communication Strategies; *Student Empowerment

Students must learn how to empower themselves and how to empower others if they are to survive in modern organizations (corporate, educational, and governmental). Traditional bureaucratic pedagogies, to which many faculty are accustomed, neither teach nor develop these skills. Furthermore, the use of bureaucratic pedagogies limits student involvement in the teaching-learning process and decreases student commitment and motivation to perform high quality work. In place of the traditional bureaucratic paradigm, faculty should implement an empowerment based paradigm. Five guidelines for implementing the paradigm are: (1) discuss with students the quality of work to be done and the time needed to do it; (2) make quality expectations clear; (3) continually ask students for their input concerning ways to demonstrate quality performance; (4) ask the students to assess their own work; and (5) act as facilitator to see that everything possible is done to provide students with the best learning conditions. Operationally, the practices faculty might employ to empower students are limited only by creativity and contextual appropriateness. Empowerment is not for faculty who believe their students do not possess the requisite skills, experience, desire, or knowledge to take control and responsibility for their own learning. (Thirty-eight references and appendixes containing a model empowerment syllabus, activities for students to react to the syllabus and to generate class requirements, participation performance assessment guidelines, a participation self-assessment performance log, activities for moving from powerlessness to empowerment and for achieving empowerment, and a model final examination format are attached.) (RS)

ED 361 813 CS 508 325

Weikie, Julia E.
Self-Talk & Self-Health. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; *Communication (Thought Transfer); *Health; *Self Efficacy
IDENTIFIERS- Communication Strategies; ERIC Digests; *Health Communication; Intrapersonal Communication; Message Responses; *Self Talk

This digest examines the ways in which self-talk, or inner speech, can help change people's health states. The digest first examines research theories that underpin the concept, then discusses the development of a positive mental attitude, and finally offers some conclusions as to how individuals can best face challenges through taking an active role in deciding what to think. This involves enhancing the positive messages people send themselves but also involves being realistic, identifying the causes for whatever is negative and understanding it as a signal to act. (NKA)

ED 361 851 EA 025 228

Barkley, Robert, Jr.; Castle, Shari
Principles and Actions: A Framework for Systemic Change.
PUB DATE- Apr 93
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; *Learning Laboratories; *Organizational Change; Organizational Climate; Organizational Communication; *Organizational Theories; Participative Decision Making; Power Structure; *School Restructuring

IDENTIFIERS- National Education Association

This paper outlines a framework designed to help school districts evaluate themselves during the implementation of systemic change. Based on the experiences of districts that participated in the NEA Learning Laboratories Initiative, a process called "rapporteuring" was developed. The process provokes the particular site into serious reflection through tapping the organization's "grapevine." Data on nine participating school districts were obtained from interviews and site visits. Twelve systemic change principles emerged from the data: (1) the purpose must be clearly articulated and widely "known and owned"; (2) the purpose must be based on a consciously developed philosophy and rooted in shared theory; (3) the need for change must be understood and accepted; (4) the "top" must demonstrate the envisioned change; (5) significant new investment must be made in educating/training prospective participants in the new philosophy/theory and relevant skills; (6) participation in the new processes and approaches must be voluntary and active; (7) power sources and relationships must be visibly altered; (8) partner-customer-supplier relationships must be consciously developed; (9) individual affirmation must be balanced with collaboration; (10) processes at all levels must be emphasized over end results; (11) communication barriers must be eradicated; (12) data-based decision making must be required and enabled; and (13) efforts to learn and improve must be total, dynamic, and generative. Eight tables are included. Appendices contain a comparison of evaluation paradigms and a copy of the rapporteur schedule and interview guide. (LMI)

ED 361 892   EA 025 279

Yen, Flora B., Ed.; Brinkerhoff, Charles V., Ed.
Evaluation Resource Notebook for AOD Coordinators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 92
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; Alcohol Education; *Drug Abuse; Drug Education; Elementary Secondary Education; Guidelines; *Needs Assessment; *Prevention; *Program Development; *Program Evaluation
IDENTIFIERS- Drug Free Schools; *United States (Far West)

A collection of Western Regional Center newsletter articles and workshop materials on evaluating alcohol and other drug (AOD) prevention programs, this notebook is a revised, condensed version of a 1990 compilation. Aimed at helping beginners in program evaluation start their own notebooks, this compilation contains the following sections: (1) evaluation issues; (2) evaluation practice; (3) needs assessment; (4) program planning and process evaluation; (5) outcome evaluation; (6) evaluation resources; and (7) evaluation instruments. The first section addresses overall evaluation issues, highlighting the Western Regional Center's comprehensive model for drug-free schools and communities and containing a diagram of evaluation planning, implementation, and refinement sequences. Section 2 addresses the task of determining the feasibility of evaluating a particular program and various data collection methods. Sections 3, 4, and 5 reflect sequential steps in an evaluation cycle, beginning with identifying a need and ending with assessing program results obtained from addressing that need. The evaluation resources in section 6 include an annotated bibliography of 9 evaluation manuals and handbooks, a list of 25 journals containing articles and reports on program evaluation; a list of 6 relevant Western Regional Center publications; and a list of information and resource centers in the western region. The final section contains reproducible samples of the Self-Assessment Instrument for School Programs and the short form of the Student Alcohol and Drug Use Survey. (MLH)

ED 361 912 EA 025 319

Murray, Gloria J.; And Others
Minorities in Educational Administration: Issues and Recommendations.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Selection; *Blacks; *Educational Administration; Elementary School Teachers; Elementary Secondary Education; Equal Opportunities (Jobs); Minority Groups; Racial Discrimination; *Recruitment; Secondary School Teachers

IDENTIFIERS- African Americans

Findings of a study that examined African-American teachers' career aspirations, particularly their perceptions of administrative leadership positions, are presented in this paper. Data were collected through interviews with and surveys mailed to a total of 26 African-American teachers who had participated in the Minority Teacher Recruitment Project (MTRP). Findings indicate that respondents were very interested in school administration as a career option and would consider participating in a school administration program. Most of the teachers had not been considered for recruitment and selection for preparation programs by their school districts or universities. Services offered through the MTRP are identified, which could be valuable for programs attempting to recruit African-American teachers into school administration. The significant shortage of African-American teachers will limit the number of potential African-American administrators. Failure to recognize and encourage such teachers to consider school administration will have serious implications for school districts across the country as they experience cultural, ethnic, and racial student population shifts. (Contains 16 references.) (LMI)

ED 361 932 EC 302 399

Berness, Kerry
Behavior Disorders: The Need for Multiple and Integrated Treatment Activities.
PUB DATE- 19 Aug 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Antisocial Behavior; Attention Deficit Disorders; *Behavior Disorders; Behavior Modification; *Behavior Problems; Definitions; Delinquency; Demonstration Programs; Foreign Countries; *Group Therapy; Handicap Identification; Hyperactivity; Intervention; Secondary Education; *Self Concept; Youth Problems

In response to increasing demands that Canadian school boards provide behavior adaptation programs to counter the effects of disruptive home environments, school violence, and victimization, this paper explores definitions and diagnostic criteria for the following behavior disorders: attention-deficit hyperactivity disorder, oppositional defiant disorder, conduct disorder, juvenile delinquency, and antisocial personality. The paper outlines how these disorders can be placed on a continuum from least problematic to most problematic. A brief literature review summarizes effects of interventions currently employed to treat youth with behavior disorders. Difficulties associated with current treatments are highlighted and an integrated approach to treatment is provided. The proposed model targets youth diagnosed with conduct disorder ages 13 through 17 by providing them with male and female leaders and a group revolving around an educational/remedial framework. Activities are arranged to challenge students intellectually, physically, and emotionally, in order to form, challenge and extend self-concepts held by group members. (Contains 27 references.) (PB)

ED 361 482 CE 064 370

Thorp, Clay B.; And Others

Mobilizing Student Leaders in Literacy: Unlocking the Power of Student Potential. A Resource Book for Grantees of the Federal Student Literacy Corps.

PUB DATE- Sep 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *College Programs; College Students; Guidelines; Higher Education; *Leadership Training; *Literacy Education; *Program Development; Resources; *Student Leadership; *Student Organizations
IDENTIFIERS- *Student Literacy Corps

This handbook was developed to guide participants in the Student Literacy Corps (SLC), a federal program in which college students participate in literacy education. Written by people involved in the movement, it is organized in four chapters. The first chapter defines why student leadership is essential, using theoretical and practical justifications for involving students in program leadership. Chapter 2 describes four essential components of student leadership: student initiative; support from faculty, administrators, community members, and others; building structures to develop new leadership among young students; and the "backwards" nature of student leadership. Chapter 3 documents specific areas in SLC programs in which students have been and will continue to be effective leaders. The final chapter describes problems and pitfalls associated with student leadership. Appendixes list contact information for campuses and details the history of the Student Coalition for Action in Literacy Education (SCALE). (KC)

ED 361 520 CE 064 470

Courtney, E. Wayne
A Model System for the Design and Maintenance of Related Instruction Curriculum for Approved U.S. Department of Labor Apprenticeship Occupations. Phase I. Interim Evaluation Report March 2, 1987 . Evaluation Update June 18, 1987 . Evaluation Report October 5, 1987 . Addendum Evaluation Update November 24, 1987 .
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 87
NOTE- 142p.; For Phase II reports, see CE 064 471, for Phase III reports, see CE 064 472 and ED 330 893.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Apprenticeships; *Clearinghouses; Databases; *Information Needs; *Instructional Materials; Objectives; Online Catalogs; *Program Development; Program Effectiveness; *Vocational Education
IDENTIFIERS- *Related Subjects Instruction

The four reports contained in this document cover the first phase of the Apprenticeship Training Materials Clearinghouse project, which is being conducted at Lane Community College in Eugene, Oregon. The interim evaluation report assesses phase 1 of the project by listing a series of 17 bechmark questions and providing answers to each. Attached to the report are a list of committee members, previous benchmark questions, previous evaluation updates, considerations for the apprenticeship clearinghouse to take under advisement, and sample record fields for the apprenticeship database. The evaluation update lists the strategy-activity status of the project's objectives. Appended to it are a gap analysis report for the new apprenticeship-related training curriculum materials clearinghouse and an outside consultant's report on computerized series of 17 benchmark questions and providing answers to the project management plan's four goals by posing and answering 17 benchmark questions. Its appendixes contain a list of advisory committee members and a user guide comment form. The addendum evaluation update includes new information pertaining to selected benchmark questions and four appendixes: project-related letters and program descriptions, a needs assessment report, sample processes for developing and updating, and field test site letters and reactions. (MN)

ED 361 557 CE 064 547

Luter, Robert R.
Basic Visual Merchandising. Second Edition. Student's Manual and Answer Book/Teacher's Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 160p.; Revised by Jim Cockrum and Mary Summerall.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Cooperative Education; *Display Aids; *Distributive Education; Independent Study; Instructional Materials; Job Skills; Learning Activities; Lighting; *Merchandising; Postsecondary Education; Safety; Salesmanship; Secondary Education; Student Projects; Teaching Guides

This student's manual that features content needed to do tasks related to visual merchandising is intended for students in co-op training stations and entry-level, master employee, and supervisory-level employees. It contains 13 assignments. Each assignment has questions covering specific information and also features activities in which students visit specific stores and observe current practices. Each assignment consists of objectives, terms to know, informational material, assignment questions, and list of projects. Topics include the following: visual merchandising: what they see is what they buy; skills and knowledge needed; safety and security; developing display themes; visual merchandising for self-selection; fixturing; elements of window display; point-of-sale merchandising; effective use of lighting; effective use of mannequins; merchandise signing; effective use of display properties and decorations; and display planning, design, and coordination. A companion answer book/teacher's guide provides the following: information on use for independent study and classroom instruction, list of assignments and their objectives, list of related essential elements for specific marketing education courses, list of tasks done on the job related to visual merchandising, list of key competencies based on foundations of marketing and functions of marketing in the National Curriculum Framework, information on Distributive Education Clubs of America competition and publications, sample training plan, and answer key. (YLB)

section contains a bibliography of 180 resources with ordering information. (NB)

ED 361 635 CG 025 030

Life Planning Education: A Youth Development Program.
PUB DATE- 89
NOTE- 365p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; *Career Development; Curriculum Guides; *Planning; Secondary Education; Secondary School Students; *Sexuality; Youth Problems; *Youth Programs

This document presents the curriculum guide for Life Planning Education, a youth development program that focuses on two of the most important tasks teenagers face: preparing for the world of work and dealing with their own sexual and reproductive development, feelings, and behaviors. These two tasks are integrated in the curriculum in a way that helps young people to realize how closely linked parenthood decisions and vocational choices are. Section I of this curriculum contains a special section for the leader that includes such "how to's" as "why," "where," and "when," suggestions on teaching techniques; and strategies for program implementation. The major portion of the document is contained in section II, Life Planning Education Activities. This section consists of 10 chapters that focus on: (1) self and identity; (2) personal and family values; (3) male or female (gender roles); (4) goal setting; (5) decision making; (6) parenthood; (7) sexuality; (8) AIDS/HIV (Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus) and protective measures; (9) employment; and (10) good communication. Each of the chapters contains experiential activities designed to actively involve teenagers in the learning process. Section III is a resource section that suggests recommended resources related to all aspects of life planning education. Included is information on national organizations, films, and books for teenagers and for parents. The final section consists of appendices which contain supplementary information for the leader. (Contains 41 references.) (NB)

40 references.) (Author/NH)

ED 361 775 CS 508 287

National Health Care: How Can the Federal Government Increase Access to Health Care to United States Citizens? National Debate Topic for High Schools, 1993-94. 103rd Congress, 1st Session/Senate Document 103-2.
SPONS. AGENCY- Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE- 93
NOTE- 569p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Debate; Health Care Costs; Higher Education; High Schools; High School Students; *Information Sources; Resource Materials
IDENTIFIERS- *Access to Health Care; Health Care Economics

In compliance with government regulations, this compilation of materials and bibliographic references has been prepared by the Library of Congress to assist debaters in researching the 1993-94 national debate topic for high schools which deals with access by all U.S. citizens to health care. The compilation which was assembled after a review of a wide spectrum of opinions as reflected in current literature, is divided into four main sections. The first presents general materials such as strategy and position paper, presidential remarks, and health care fact sheets and summaries. The next three sections deal with each of three possible debate propositions or resolutions, namely: that the Federal Government should guarantee comprehensive national health insurance to all U.S. citizens; that the Federal Government should control health care costs for all U.S. citizens; and that the Federal Government should guarantee catastrophic health insurance to all U.S. citizens. The compilation concludes with an extensive annotated bibliography presented in four sections corresponding to the four sections of the document paper. A guide to other information sources on the debate topic, as well as a list of other available government publications on the topic, are also provided. (NKA)

ED 361 794 CS 508 306

Litterst, Judith K.
Creativity and the Department Chairperson: Challenge or Oxymoron?

PUB DATE- 17 Apr 93
NOTE- 13p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Creative Development; *Creativity; *Department Heads; Higher Education; Leadership; Professional Development; Teacher Attitudes
IDENTIFIERS- Faculty Attitudes; Saint Cloud State University MN

The potential for creativity in the role of department chair is present, but, for too many chairs, creativity is an oxymoron and something to be preserved only in the ranks of the faculty. It would seem fitting to talk about the need for leadership and creativity in the educational setting. However, creativity seems to be overlooked in the literature in leadership in higher education. Various scholars have identified numerous qualities of a creative leader: attitudes; mental skills; communication skills; managerial skills; personal skills; and organizational climate. An informal poll of the academic chairpersons at St. Cloud University concerning what they do to approach their job with creativity yielded responses from only 20% of the chairpersons. Some of their statements were similar to the listing of qualities of a creative leader developed from the search of the literature. One way to nurture creative skills is to recognize that traditional management prescriptions may not fit the educational model. Another way to encourage creativity is to recognize specific blocks (including perceptual, emotional, cultural and environmental, intellectual and expressive, and organizational) to creative thinking and activity, and work to minimize the impact of these blocks. Administrators and institutions need to realize that department chairs are important resources and must help to find ways to maximize conditions for the enhancement of creativity. Chairs themselves must also see their jobs as challenges and as opportunities for personal growth and development. Contains 25 references. (RS)

ED 361 872   EA 025 251

Reed, Carol; Williams, Richard C.
Institutionalizing Action Research in the Puget Sound Educational Consortium Member Districts.
PUB DATE- Apr 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *College School Cooperation; *Educational Cooperation; Educational Research; Elementary Education; Inservice Education; Partnerships in Education; Program Development; Program Implementation; Teacher Education; *Teacher Participation
IDENTIFIERS- *Puget Sound Educational Consortium WA

The Puget Sound Educational Consortium (PESC) is a partnership of 11 school districts in the Puget Sound, Washington, area and the College of Education at the University of Washington. The partnership is based on the following assumptions: a belief in the school as a primary unit of change; a commitment to political inquiry; the development of research questions from the real context of teaching and learning; and cooperation and collaboration among overlapping institutional interests to effect genuine educational reform and renewal. This paper describes three separate, but overlapping phases of PSEC's action research program--initiation, implementation, and institutionalization. Findings indicate that although each district touts the importance of teacher involvement in assessment practices, action research remains an add-on activity. Two main barriers to institutionalization are identified--the fact that school districts are not cultures of inquiry, and the separation between the needs and interests of classroom teachers and district administrators. In conclusion, an effective program to disseminate action research is composed of teacher responsibility for developing and nurturing the action-research program; district administrative responsibility for general oversight; and consortium provision of training, a communications network, and evaluation. (LMI)

ED 361 501 CE 064 436

Reder, Stephen

On-Line Literacy Development: A Context for Technology in Adult Literacy Education. Contractor Report, Adult Literacy and New Technologies: Tools for a Lifetime.

SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Apr 92
NOTE- 31p.; For related documents, see CE 064 323 and CE 064 432-438.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Computer Networks; *Computer Uses in Education; *Educational Technology; *Instructional Development; *Instructional Effectiveness; *Online Systems

A considerable body of evidence indicates that using technology simply to expand traditional adult literacy approaches and programs will not likely meet existing literacy needs, let alone the heightened expectations of the national literacy goal. One promising approach is to use home-based personal computers (PCs) equipped with modems and appropriate software to build and participate in on-line communities of linked computer users involved in literacy development efforts. Technology can play a useful role in building literacy engagement in the following ways: engaging learners in literacy activities, removing/reducing logistical barriers to participation, grounding participation in positively valued meanings and activities, addressing concerns of anonymity and "face," serving as a bridge (by using interactive texts and personalizing academic activities), establishing continuities between helping and tutoring, and building learning communities. Included among the important design and implementation issues associated with the approach of using home-based PCs to form an adult literacy education network are the following: ample equipment and access, technical support for equipment installation and use, user-friendly software design and tools, and teaching and learning support. (MN)

ED 361 538 CE 064 503

Hammer-Cruz, Deborah

Winning the Race against Technology: Implementing Literacy Programs in the Workplace.

SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; *Industrial Education; Learning Activities; Literacy Education; Marketing; Needs Assessment; *Partnerships in Education; Program Development; Program Evaluation; *Program Implementation; *School Business Relationship; Student Evaluation; Student Recruitment
IDENTIFIERS- *Workplace Literacy

This manual, which was developed on the basis of a 1990 workplace literacy program delivered to employees of Motorola, Inc., in Texas, is intended to serve as a guide to other adult education providers interested in creating partnerships with local companies. It is organized into eight chapters. The introductory chapter presents background information on the Comal, Guadalupe, and Kendall Counties Adult Education Co-op and Motorola, Inc. In chapter 2, adult education providers are given guidelines for getting acquainted with the company's needs, selling their organization, and designing a program specific to the company. Recruiting students, assessing participants, and obtaining initial participant feedback are discussed next. The fourth chapter begins with a class schedule and basic class structure and includes guidelines, sample work, and sample lessons for three math classes and a reading class. Covered in chapter 5 are final assessment of participants and final participant feedback and results. Employee/participant, manager/supervisor, and instructor evaluation forms and selected comments are provided in chapter 6, and chapter 7 discusses various program hurdles (getting started, initial assessments, class schedules, and final assessments). A brief conclusion and 7 references conclude the guide. (MN)

ED 361 595 CE 064 622

Adams, Dewey A.; And Others
Diamond Anniversary Lecture Series.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Administrator Education; *Agricultural Education; *Educational Administration; Educational Change; *Educational Research; Postsecondary Education; Research Methodology; *Scholarship; Secondary Education; *Student Characteristics; Student Needs; *Vocational Education

This document contains the texts of four lectures that were presented as part of a series commemorating the 75th anniversary of Ohio State University's Department of Agricultural Education. The first lecture, "The Conceptualization Process and Vocational Education Management," (Dewey A. Adams) discusses a five-step management behavior approach for use in teaching vocational education administration. "Educating Agriculturalists: New Wineskins for New Wine" (J. David McCracken) deals with the new clientele of agricultural education and the new programs and structures required to serve them effectively. A lecture titled "Scholarship in Agricultural Education: Its Essence and Mood," (J. Robert Warmbrod) examines the elements of scholarship and its role in agricultural education. The final lecture, "Interdisciplinary, Soft, Applied and Other Anomalies in Research: The Future," (Larry E. Miller) discusses the role of research in agricultural education programs, advocates the adoption of a systems approach to implementing research programs and preparing undergraduate and graduate agricultural students to perform research, and stresses the importance of gaining an understanding of social and behavioral science research. Each lecture includes a substantial reference list. (MN)

ED 361 614 CG 025 009

Williams, Jennifer

Anorexia Nervosa: Sociocultural Factors and Treatment.

PUB DATE- 19 Sep 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advertising; *Anorexia Nervosa; *Body Image; Body Weight; Counseling Techniques; *Cultural Influences; *Females; Individual Development; *Mass Media Effects; *Social Influences; Theories

This paper examines how the epidemiological findings of anorexia nervosa lead theorists to speculate a correlation between sociocultural factors and the development of anorexia nervosa. A section on the essential features of anorexia nervosa identifies five primary characteristics of anorexia: (1) severe weight loss; (2) a disturbance of body image and body concept; (3) a disturbance of cognitive interpretation of body stimuli, combined with a failure to recognize signs of nutritional need; (4) hyperactivity and denial of fatigue; and (5) a paralyzing sense of ineffectiveness. A section on the epidemiology of anorexia nervosa notes that it is a disorder that occurs overwhelmingly in females, that the number of cases of anorexia has increased over the last 20 years, that onset is increasingly being seen in young adulthood, and that anorexia appears to be more pervasive in the upper and middle socioeconomic classes and in Western industrialized countries. A section on sociocultural theory examines the cultural and media emphasis on thinness and the effect of this emphasis on women; the ambivalence experienced by girls who are developing into women and the onset of anorexia nervosa; and the anorexic as a cultural heroine. Body image is considered in the next section, followed by a section on treatment methods. Discussions of feminist-oriented groups and non-verbal therapeutic techniques (relaxation, guided imagery, video feedback, and movement therapy are included. (Contains 35 references.) (NB)

ED 361 696 CS 213 989

Templeton, Shane
Teaching the Integrated Language Arts.
PUB DATE- 91
NOTE- 610p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Creative Dramatics; Elementary Education; Grammar; *Integrated Curriculum; *Language Arts; *Reading Instruction; Reading Processes; Spelling Instruction; Student Evaluation; Vocabulary Development; Whole Language Approach; *Writing Instruction; Writing Processes

Based on the premise that elementary students must be engaged in frequent reading, writing, and speaking throughout all areas of an integrated curriculum, this book is intended for a first course in language arts for preservice teachers. The book can also be used for courses in which reading and language arts theory and methods are combined. The book includes a number of features to help students: focusing questions at the beginning of each chapter address major concepts that students should acquire; classroom examples illustrate teaching in action; annotated bibliographies appear directly within chapters and list children's literature and professional resources; and "expand your teaching repertoire" lists provide in-depth walk-throughs of instructional strategies and activities. Chapters in the book are: (1) The Language Arts: Content and Context; (2) Thought and Language; (3) Our Language Heritage; (4) Classroom Organization and Management; (5) The Teaching of Listening, Speaking, and Creative Dramatics; (6) The Processes and Development of Reading and Writing; (7) The Teaching of Writing; (8) The Teaching of Reading; (9) Responding to Literature through Reading and Writing; (10) The Teaching of Vocabulary and Spelling; (11) The Teaching of Grammar and Handwriting; (12) Assessment and Evaluation of Students' Instructional Needs; and (13) Diversity in the Language Arts Classroom. Appendixes include a list of frequently occurring affixes and word stems; scopes and sequences for grammatical elements, elements of usage, and mechanics; and a list of recommended computer software for the language arts. (RS)

ED 361 814 CS 508 326

Cooks, Leda M.

Educating Men and Women about Sexual Harassment: An Exercise for Trainers and Teachers.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- College Students; Communication Skills; Feminism; Higher Education; *Interpersonal Communication; Organizational Climate; Organizational Communication; *Sex Bias; *Sexual Harassment; *Teaching Methods

IDENTIFIERS- *Communication Strategies; Male Female Relationship; *Sexual Attitudes

Sexual harassment has proven to be a difficult topic for men and women to discuss openly. The articulation of such experience cannot occur unless both can communicate about the nature of differences and the constraints of culture; men and women must forgo the assumption that they are speaking from the same situated experience. Although several good video tapes designed to educate students about bias are available, additional techniques such as role playing and using narratives and discussion are needed to sensitize students to the power relations involved in harassment. To set the stage, sexual harassment needs to be defined and explained in specific terms. Students may then generate sexual harassment role plays or view a series of scenes compiled from different movies. Debriefing the two groups separately and then together allows members to react differently to the depictions of harassment. Given these considerations, sexual harassment may be explicated in a variety of ways depending on the particular setting in which the discussions occur. (NH)

ED 361 833   EA 025 151

Collins, Cherry, Ed.
Competencies: The Competencies Debate in Australian Education and
  Training.
PUB DATE- 93
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Education; *Educational Policy;
  Foreign Countries; Postsecondary Education; *Teacher
  Evaluation; *Training; *Vocational Education
IDENTIFIERS- *Australia

Competencies are the focal concept in the world of education and training in Australia at this moment in 1993. This book is a collection of papers and has three purposes. First, it aims to provide basic information about education and training. Second, the book aims to explore something of what competency-based education and training looks like in 1993 below the stratosphere of national policy. The third aim of the book is to set out some of the issues which need to be debated by educators and the community. The first of five sections, "Policy Formation," contains three papers: "Workplace Imperatives for Education and Competence" (Laurie Carmichael); "Key Competencies--Uncovering the Bridge between General and Vocational" (Ann Borthwick); and "Reform of Australian Vocational Education and Training: A Competency-Based System" (Lorraine Wheeler). Section 2, "Key Competencies," contains three papers: "Linking Key Competencies and the National Curriculum Agenda," (Rob Randall); "Key Competencies and Schooling in South Australia" (Jim Dellit); and "Training Reform and Key Competencies" (Colin Ducker). Section 3, "Competency-Based Vocational Education and Training," contains two papers: "Queuing for TAFE not INXS: Vocational Education and Training in the Nineties" (Susan Holland); and "Competency-Based Training in TAFE: Rhetoric and Reality" (Bert Beevers). Section 4, "Defining Professional Work," contains three papers: "National Competency Standards for the Teaching Profession: A Chance to Define the Future of Schooling or a Re-affirmation of the Past?" (Sharan Burrow); "Competency-Based Standards in the Professions and Higher-Education: A Holistic Approach" (Barbara Preston and Jim Waller); and "Areas of Competence for Teachers--The NSW (New South Wales) Scene" (Christine Deer). Section 5, "Critique," contains three papers: "The Psychology of Competency-Based Education" (Gordon Stanley); "Competence: A Game of Smoke and Mirrors?" (Nancy Jackson); and "Is There a Need to Redress the Balance between Systems Goals and Lifeworld-Oriented Goals in Public Education in Australia?" (Victor Soucek). (Contains 292 references.) (RR)

ED 361 577 CE 064 580

The Middle School Exploratory Vocational Wheel. Vocational Education Program Courses Standards.
PUB DATE- Jul 93
NOTE- 12p.; Update of ED 357 285.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Career Exploration; *Competence; *Competency Based Education; Course Content; Course Descriptions; Junior High Schools; Junior High School Students; Learning Activities; Middle Schools; *State Curriculum Guides; *Vocational Education
IDENTIFIERS- *Florida; Middle School Students

This guide describes the exploratory vocational wheel for middle schools. The wheel, developed by the Florida Department of Education, is a scheduling strategy that allows middle school students to experience selected learning objectives from a variety of middle and junior high school exploratory vocational courses. Course content is generated from selected outcomes and student performance standards included in a regular vocational exploratory course. The guide includes a description of major concepts and content, laboratory activities, and intended outcomes for six courses. (KC)

ED 361 913 EA 025 320

Arnold, John

A Curriculum To Empower Young Adolescents.

PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the National Middle School Association (San Antonio, TX, November 5-8, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Curriculum Enrichment; Developmental Stages; Elementary School Students; *Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Stereotypes; *Student Needs
IDENTIFIERS- *Early Adolescents; Middle School Students

This paper examines some cultural misconceptions about young adolescents, describes the outcomes of this distortion, and offers suggestions for the ways in which curriculum can begin to liberate and empower them. Given that early adolescents in the United States are neglected, ignored, stereotyped, and negatively affected by certain social forces, a middle-level education is needed that is both liberating and empowering. Such a curriculum would be rich in meaning and respond to the developmental needs of young adolescents, deal specifically with societal issues, and help young adolescents understand the social forces that exploit them or hinder their development. It is suggested that middle-level curriculum include historical and cross-cultural studies of adolescence that explore the interaction between aspects of adolescent development and societal forces, the development of values, and the relationship between intellectual development and schooling. (Contains 44 references.) (LMI)

ED 361 656 CS 011 391

Anderson, Valerie; Roit, Marsha
Planning and Implementing Collaborative Strategy Instruction with Delayed Readers in Grades 6-10. Technical Report No. 584.
PUB DATE- Sep 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Elementary School Teachers; Instructional Effectiveness; Intermediate Grades; Preservice Teacher Education; Program Descriptions; Reading Difficulties; *Reading Instruction; Reading Research; *Reading Strategies; Secondary Education; Secondary School Teachers; Special Education
IDENTIFIERS- Experimentalism; Strategic Reading

This report describes the evolution of an innovative research project in which inservice special education teachers engaged in collaborative strategy instruction with small groups of severely reading-delayed adolescents (ages 12-16). The report emphasizes how teachers' contributions resulted in a unique approach to reading strategy instruction. The report describes the characteristics of the teacher education model and relates the characteristics to experimental findings from research carried out to test the effects of the model. Nine experimental and seven control teachers and their students took part in the study. Experimental teachers received peer support from previously trained teachers and took part in self-evaluative workshops as they applied collaborative reading strategy instruction with their students. An analysis of videotaped pre- and posttest reading sessions showed significant gains in favor of experimental teachers on many dimensions related to fostering strategic reading, which were mirrored by related gains in students. A standardized comprehension test also favored experimental students. The report concludes with a discussion of some of the problems in achieving enduring effects with educational innovations and with suggestions for future research. A table listing teacher shifts toward fostering active reading strategies and intentional learning and a table listing student shifts toward active reading and intentional learning are included. Contains 45 references. (Author/RS)

ED 361 677　　　　CS 011 413

Baker, Joan M.
At Risk Students in the Other America as Explored by Alex Kotlowitz in the Book "There Are No Children Here."
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Educationally Disadvantaged; Elementary Secondary Education; Family Environment; *High Risk Students; *Inner City; Literacy; Minority Groups; *Social Discrimination; Urban Education
IDENTIFIERS- Adversary Culture; Chicago Public Schools IL; Illinois (Chicago); *There Are No Children Here

An overview of Alex Kotlowitz' book "There Are No Children Here" substantiates his claim that the United States is moving toward two separate and unequal societies--one black and one white. His book recounts the story of two boys (and their mother) who live in the Henry Horner Housing Project in Chicago. The mother believes in the power of education, but the daily experiences of a savage environment take their toll on the whole family. A disproportionate number of at risk students, both in reading and general education, are poor minority students. Educators and researchers who are serious about improving the status of reading and education, about making children a priority, and about America becoming a "nation of readers" should explore the "other America" through Kotlowitz' poignant book which graphically depicts the experiences of inner city children. (NH)

ED 361 716 CS 214 010

Walsh, S. M.
New Directions in Research on Writing Apprehension.
PUB DATE- 27 Mar 86
NOTE- 10p.; Paper presented at the L. Ramon Veal Seminar of the National Council of Teachers of English Conference (Phoenix, AZ, March 27, 1986).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Literature Reviews; *Writing Apprehension; Writing Instruction; *Writing Research
IDENTIFIERS- Writing Apprehension Test (Daly and Miller)

In 1975, J. A. Daly and M. D. Miller devised and validated a 26-item questionnaire to better understand why having to write produces an extreme level of anxiety for some people. This questionnaire has been used extensively in related research since its introduction. Subsequent studies, which have shown writing apprehension to be ubiquitous--cutting across every strata and segment of society--have determined: (1) student awareness of appropriate writing behavior is a good predictor of the quality of writing that will result; (2) there is a significant correlation between writing apprehension and course grades; (3) apprehensive writers not only avoiu writing but also avoid writing instruction; (4) the inhibiting effects of writing apprehension can be a critical factor influencing academic and career decisions; and (5) writing apprehension can have a crippling effect on self-image and personal productivity. Studies which have sought to determine the causes of writing apprehension have found fear of exposure and possible embarrassment, the paralyzing effect of the perceived need to be perfect, and inadequate practice to be debilitating factors. Other studies have found that a concentrated focus on specific situations, audiences, and purposes may have value in overcoming student writing apprehension. (Contains 45 references.) (NH)

ED 361 735 CS 214 030

Hamilton, Melinda; Moke, Susan
Women Writers and the Canon. Focused Access to Selected Topics FAST Bib No. 72.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Anthologies; *Authors; Cultural Literacy; *Females; Higher Education; High Schools; *Literary Criticism; *Literature Appreciation; Teaching Methods
IDENTIFIERS- Feminist Criticism; Historical Background; *Literary Canon

Reflecting educators' ongoing efforts to incorporate the female literary tradition into the canon that is commonly taught in high school and college classrooms, this bibliography derived from the ERIC database presents annotations of 21 journal articles and books concerning women writers and the canon published between 1984 and 1992. Sections of the FAST Bib are "Reevaluating the Canon" and "Teaching Literature by Women." (RS)

ED 361 755 CS 508 259

Ludlum, M. P.
Four Steps To Revitalizating NDT Participation.

PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; *Debate; *Debate Format; Higher Education; *Program Improvement; Speech Communication; *Student Participation
IDENTIFIERS- *National Debate Tournament; Speech Rate

In 1992, a nationwide poll of active forensics programs concluded with an open ended question of how to increase participation in NDT (National Debate Tournament) debate that yielded four goals. The first goal, re-emphasizing communication skills, arose because NDT has emphasized rapid delivery above all else. NDT needs to be more entertaining to the listener, and this can only be accomplished by decreasing the emphasis on extensive research and increasing the emphasis on basic communication skills. Critic intervention and ballot alteration are two methods to re-align speaking rates in NDT debate. The second goal, encouraging new participants, can be achieved by: having a novice division at all tournaments; creating a small squad division; and ending judge disqualifications. The third goal is to integrate NDT debate by urging NDT schools to offer more forensics activities and allowing students to compete in both individual and debate events. The fourth goal, de-emphasizing research, can be met by: releasing the topic in the fall, stopping reliance on backfiles, and having two topics each year. For even a remote chance of survival, changes in NDT debate must be dramatic and immediate. (Contains 44 references.) (RS)

ED 361 852 EA 025 229

McGrevin, Carol Z.; Schmieder, June H.
Keys to Success: Critical Skills for the Novice Principal.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Qualifications; *Administrator Role; Communication Skills; Elementary Secondary Education; Job Analysis; *Job Skills; *Principals; School Administration; *Socialization
IDENTIFIERS- *California

Findings of a study that identified critical skills for the novice principal are presented in this paper. Two theoretical frameworks are used to view the issue of principal effectiveness--a taxonomy of necessary skills and socialization. Surveys of 1,125 novice principals and 435 superintendents in California produced 450 and 208 responses, respectively. Findings indicate a strong agreement among and between principals and superintendents regarding the skills that new principals need. Both groups said that conceptual, self-awareness, and people skills were more important than knowledge of technical skills. Both principals and superintendents identified the new principal's greatest challenges as creative fiscal management and working with a variety of interest groups. Universities must therefore develop administrator preparation programs that reflect the emerging paradigm shift in the form of full-time, intensively socializing, and academic training programs. Five tables and four figures are included. Appendices contain copies of the two questionnaires, statistical data, and the Daresh taxonomy of skills. (Contains 27 references.) (LMI)

ED 361 873 EA 025 252

Grosin, Lennart
School Climate, Achievement and Behavior in Eight Swedish Junior High Schools.

PUB DATE- Jun 91
NOTE- 57p.; Revision of a paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, United Kingdom, January 1991)
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Environment; Foreign Countries; *Junior High Schools; *Junior High School Students; *Social Adjustment; *Student Behavior; Student Development; *Teacher Attitudes
IDENTIFIERS- *Sweden

Reanalysis of past research on student outcomes and adjustment illustrates that school effects do exist. One of those influential school effects is school climate. A survey of teachers and students at eight Swedish junior high schools sought to measure the effects of teaching and social climate on student achievement, behavior, and social and personal adjustment. Teachers were questioned about their teaching situations, students' environment, school leadership, and other factors. The results showed a significant correlation between school climate and both student achievement and behavior. Even if correlations existed in the study between student social background and both the climate variable and dependent variable, this was not sufficient to explain the school climate and student achievement correlations found. The results supported the position that student outcomes in schools with a good teaching and social climate are relatively better than or comparable to the student outcomes in schools with better social compositions but poorer climates. A significant correlation was not found between climate and students' norms and academic self-reliance. Teachers' and students' assessments of school climate were very similar. Appendices 1-5 include sample questionnaires. (Contains 72 references.) (JPT)

ED 361 893   EA 025 280

Ferrara, Margaret M.; Knight, Stephanie L.
Change and Challenge: A Longitudinal Study of an Accelerated School Parent Involvement Cadre.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Community Involvement; Disadvantaged Youth; Elementary Education; Elementary School Students; High Risk Students; *Parent Participation; *Parent School Relationship; Program Effectiveness; *School Restructuring; *Student Development
IDENTIFIERS- *Accelerated Schools

The Accelerated Schools program is a popular school restructuring model that targets at-risk students. To serve at-risk students better under the Accelerated Schools program, schools must establish a governance program in which cadres of school practitioners and community members become involved in the decision making. Decisions of these cadres and the school-as-a-whole should be made within the parameters of an inquiry process. The process can take about 6 years and depends greatly on whether the cadres meet regularly, follow a systematic process of problem solving, and use a group process of inquiry. A qualitative study of a parent involvement cadre in an elementary Accelerated School in an urban area was done over a 3-year period. The study explored parent involvement, challenges to parent involvement, utilization of the inquiry process by parents, and the direction of parent involvement. Interviews, observation, and analysis of documents were used in the study. Findings showed that cadre membership remained relatively stable. Parent involvement was hindered by meeting times, limited budgets, and communication problems. The inquiry process was used effectively by the cadres. Also, parents became involved in the classroom as teacher assistants and in adult literacy programs. (Contains 11 references.) (JPT)

ED 361 933 EC 302 400

Ho, Hua-Kuo
Correlates of Teaching Willingness among Teachers of the Mentally Retarded.
SPONS. AGENCY- Ministry of Education, Taipei (Taiwan).
PUB DATE- 93
NOTE- 38p.; The research was supported by the Department of Social Education. An abstract in Chinese is included.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Factor Analysis; *Family School Relationship; Foreign Countries; Junior High Schools; *Mental Retardation; Secondary School Teachers; *Teacher Attitudes; *Teacher Burnout; *Teacher Characteristics
IDENTIFIERS- *Taiwan

This study investigated relationships between willingness to teach and selected variables including personal, familial, school, and social factors among teachers of the mentally retarded in Taiwan. Participants included 527 elementary and junior high school teachers of the mentally retarded. Personal factors statistically correlated with teaching willingness included personal choice of special class teaching, religious beliefs, aptitude for special class teaching, present health condition, present teaching environment, and prior experience with the handicapped. Family support was also associated with teaching willingness, as were school support, colleague relations, students' feedback, autonomy in curriculum planning, and special class environment. (PB)

ED 361 483 CE 064 372

Intergenerational Literacy. A 1989-90 Pennsylvania Department of Education Adult Education Division 353 Project.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jun 90
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Educational Resources; *Family Programs; *Intergenerational Programs; *Literacy Education; Outcomes of Education; Preschool Education; *Program Effectiveness; Program Implementation; *Reading Instruction
IDENTIFIERS- 353 Project; *Family Literacy; Pennsylvania (Lancaster County); Pennsylvania (Lebanon County)

This report briefly describes an intergenerational, interagency project in Lancaster and Lebanon counties of Pennsylvania. The project attempted to show that with training and group bonding, members of different generations reading preschool materials together for 8 weeks could change their attitudes and habits about reading in general and reading to children in particular. It also attempted to show that using preschool literature and storytelling as the tool, a holistic, or whole language approach to reading would enhance learning. Evaluations of agency personnel and families showed that these expectations had been met. Publicity and interest in the project generated more money, services, students, and tutors for the Literacy Council. Eight appendixes include the following materials: (1) lists of 83 books in English and 16 in Spanish suitable for preschoolers and 69 books suitable for adults, used in the program; (2) a job description for an intergenerational teacher/coordinator; (3) program handouts and lists of videotapes used; (4) a questionnaire and evaluation forms; (5) a bibliography listing family literacy resources, including 21 books, 2 videotapes, and 4 foundations and other resources; (6) public relations activities and letters of support; (7) a sample family story; and (8) a sample request for funding. (KC)

ED 361 521 CE 064 471

Courtney, E. Wayne

A Model System for the Design and Maintenance of Related Instruction Curriculum for Approved U.S. Department of Labor Apprenticeship Occupations. Phase II. Evaluation Update January 20, 1988 . Evaluation Update March 25, 1988 . Evaluation Update July 16, 1988 . Evaluation Report October 12, 1988 .

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 88

NOTE- 93p.; For Phase I reports, see CE 064 470, for Phase III reports, see CE 064 472 and ED 330 893.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Clearinghouses; Field Tests; Information Dissemination; *Instructional Materials; Objectives; *Program Development; *Program Effectiveness; *Vocational Education

IDENTIFIERS- *Related Subjects Instruction

These four evaluation updates cover the second phase of the apprenticeship training materials clearinghouse project, which is being conducted at Lane Community College in Eugene, Oregon. The first update evaluates project activities related to field-testing the clearinghouse services, analyzing the field test results, and developing mailing lists of potential users. Additional information on activities related to field-testing the clearinghouse is presented in the second and third updates along with information on developing an information package for dissemination and developing a membership base for clearinghouse utilization. The fourth update evaluates later activities related to field-testing clearinghouse services test, revising the clearinghouse model based on evaluations from the field test sites, and developing an information package and membership base. Included among the materials appended to the individual updates are the following: task inventory listings and recommended instructional modules for machine repairers and patternmakers, module listing for painter apprentices, copies of related newspaper articles, project-related correspondence, user evaluation form, a vendor solicitation postcard and referral letter, National Clearinghouse for Apprenticeship Related Training Materials brochures, phase 3 proposal, report on apprenticeship in Oregon, and continuation proposal. (MN)

ED 361 558 CE 064 548

Marketing Education I. A Two-Semester Course for Marketing Education. Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 173p.; For related documents, see CE 064 549-552.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; Course Content; Course Descriptions; Definitions; *Educational Planning; Educational Resources; High Schools; *Marketing; *Merchandising; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Texas

This curriculum guide was developed to help teachers use the new and current textbook adopted by Texas in 1991-92 for teaching the two-semester Marketing Education I course. The guide is organized in three sections. The first section contains information on using the guide: overview, sample lesson plans and other worksheets, suggestions for adapting instruction for special needs students, and information on the Texas teacher appraisal system. Section 2 contains the following materials for developing a scope and sequence: a description of the text and supporting materials, correlations of specific essential elements of the curriculum to the text, assignments correlated to essential elements, resource materials, overview of a recommended scope and sequence, and worksheets for planning a scope and sequence. The third section contains instructional planning sheets based on chapters and assignments in the textbook and other sources. Planning sheets include comments on chapters, indicators of chapter content, suggested related materials, content, and assignments. Two appendixes list terms to know and their definitions, correlated to specific essential elements. (KC)

ED 361 578 CE 064 584

Health Occupations Education. Vocational Education Program Courses Standards.

PUB DATE- Jul 93
NOTE- 473p.; Update of ED 358 268.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Competence; *Competency Based Education; *Curriculum; Evaluation Criteria; Learning Activities; Outcomes of Education; Postsecondary Education; Secondary Education; *State Standards; *Student Certification; *Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program course standards for health occupations programs in Florida. Standards are provided for a total of 71 exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level. Each program courses standard consists of a curriculum framework and student performance standards. Each curriculum framework includes four components: major concepts/content, laboratory activities, special notes, and intended outcomes. The student performance standards listed in each individual section are cross-referenced to the intended outcomes in that same section. Included are the following allied health occupations/fields: basic x-ray machine operator, cardiovascular technology, central service technology, coder specialist, dental aide, dental laboratory technology and management, diagnostic medical sonography technology, electrocardiograph technology, emergency medical services, funeral services, health information management, health occupations cooperative education, health unit coordinator, hearing aid dispensing, home health aide, hospital admitting officer, human services, massage, medical clinical dosimetry, medical laboratory technology, medical record transcribing, midwifery, nuclear medicine technology, nursing, occupational therapy, ophthalmic technician, paramedic, patient care assistant, physical therapist assistant, practical nursing, radiation protection technology, radiation therapy, radiography, respiratory care, surgical technology, veterinary technology, and vision care technology. (MN)

ED 361 596 CE 064 624

Bridge, Helen; And Others
Access and Delivery in Continuing Education and Training. A Guide to Contemporary Literature.
SPONS. AGENCY- Department of Employment, London (England). Resources and Strategy Directorate.
PUB DATE- 92
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- *Access to Education; *Adult Education; Annotated Bibliographies; *Continuing Education; *Delivery Systems; Distance Education; Educational Cooperation; Educational Opportunities; Foreign Countries; Innovation; Literature Reviews; *Open Education; Partnerships in Education; Postsecondary Education; Special Needs Students; Student Needs; Transfer of Training
IDENTIFIERS- *United Kingdom

This combination literature review and annotated bibliography includes a summary of findings related to the following topics: the barriers to education and training faced by selected groups (women, ethnic minorities, refugees, individuals with special needs, individuals lacking basic skills, and exoffenders); innovations in open learning (open and distance learning practices, accreditation of prior experiential learning/achievement, work-based learning and training and paid educational leave, and quality issues); collaboration and working partnerships; transferable skills; broadening access to continuing education and training (funding, marketing, and guidance and counseling); and issues of special concern in Northern Ireland and Scotland. A review of the leading material published on access and delivery in continuing education and training in the United Kingdom since 1985 identified 1,248 publications listed in the bibliography. Each citation includes a brief summary of the publication along with complete bibliographic information. A list of abbreviations and addresses of organizations and a subject index are also included. (MN)

ED 361 636 CG 025 031

Gainey, Rosemary
A Study of Undergraduate College Students' Alcohol Consumption Related to High-Risk Sexual Activity.
PUB DATE- May 93
NOTE- 46p.; Master's Thesis, William Paterson College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Alcohol Abuse; Counseling Techniques; *Drinking; Health Education; Higher Education; Sex Education; *Sexuality; *Student Attitudes; *Student Behavior; Undergraduate Students

Undergraduate college students in the United States have, for generations, indulged in drinking alcohol and engaging in sexual activity as part of their "coming-of-age" socialization process. This study was conducted to examine the relationship in college students' lives between alcohol consumption and engaging in high-risk sexual activity. It also explored what college students' attitudes and behaviors are regarding the practice of safer sex to protect themselves from the human immunodeficiency virus (HIV) that causes Acquired Immune Deficiency Syndrome (AIDS) and from other sexually transmitted diseases. Finally, the study examined the education undergraduates currently receive regarding alcohol consumption, sexual activity, HIV/AIDS, and other sexually transmitted diseases. Surveys were completed by 100 undergraduate students. The findings revealed that both male and female students reported high incidences of alcohol consumption and sexual activity. Students reported that they began drinking alcohol and began sexual activity at an early age. The majority reported that they were more likely to become sexually involved if they had consumed alcohol. Nearly one-half of the students reported not using protection during sexual activity after drinking alcohol. Although students were knowledgeable about HIV/AIDS and other sexually transmitted diseases, they reported not taking the necessary precautions to protect themselves. The study instrument is appended. (NB)

ED 361 776 CS 508 288

Samuels, Marilyn Schauer, Ed.
Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (12th, Oxford, Ohio, February 13-15, 1985).
PUB DATE- Feb 85
NOTE- 249p.; For other editions of these proceedings, see CS 508 289-295, ED 132 630, and ED 252 864-872.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cooperative Learning; Employment Opportunities; Graduate Students; Grammar; Higher Education; Program Design; Rhetoric; School Business Relationship; *Scientific and Technical Information; *Technical Writing; Visual Aids; Writing Instruction
IDENTIFIERS- Media Literacy; Professional Writing

The papers in this proceedings of the Council for Programs in Technical and Scientific Communication (CPTSC) conference discuss collaboration with other disciplines, with business and industry, and with research foundations, reflecting the readiness to reach out that characterizes CPTSC in its second decade. Papers in the proceedings are: "Problems in Designing Graduate Programs in Technical Communication" (Carolyn R. Miller); "Graduate Technical Writing Programs: Determining Audience vs. Shaping It" (Kristin R. Woolever); "How 'Technical' Should Our Technical Communication Students Be?" (JoAnn T. Hackos); "A Practitioner's View of Technical Communication Education" (Lionel A. Howard, Jr.); "Industry and Education Working Together: The Use of Advisory Committees" (Sherry Burgus Little); "Seeing Both the Silicon Forest and Its Trees: Achieving Currency in a Scientific-Technical Communications Program" (E. Richard Kreighbaum and others); "Who Are Our Students?" (Judith Kaufman); "An English Major for Professional Writers" (Scott P. Sanders); "Technical Communication and Engineering Technology: New Programs Developing Together" (Maria Curro Kreppel); "Finding Jobs for Technical Writing Students" (Sally A. Jacobsen); "Is There Funding for Individual and Group Research in Technical Communication?" (Marilyn Schauer Samuels); "The Challenges of Consensus Theory in Modern Rhetoric for Teaching Technical Writing" (Daniel R. Jones); "Teaching Collaborative Technical Writing Projects" (Gloria Jaffe); "The Place of 'Media Literacy' in the Technical Communication Curriculum" (Sam C. Geonetta); "Visual Rhetoric in Technical Communication: 1. Theoretical, Empirical, and Intuitive Bases; 2. The Impact of the Computer" (Ben F. Barton and Marthalee S. Barton); "Approaches to Theories of Grammar: An Unexamined Chapter in Technical Writing Texts" (Mary B. Coney); "Technical Writing and the Vulgate" (Edgar S. Laird); "The 'De Linguae Latinae' of Lorenzo Valla and the Teaching of Technical Writing" (Lawrence J. Johnson); and "English Literature and Technical Writing Courses Both Contain Humane Content" (Joseph C. Mancuso and Anita Ross). The proceedings also includes a message from the president of CPTSC, the conference program, and results of the annual business meeting. Appendixes presenting the constitution, lists of meeting sites and dates, a list of members, a map locating institutions represented by members, and tables of contents of earlier meetings are attached. (RS)

ED 361 795 CS 508 307

Hamm, Durell D.
Forensics in the Year 2000: Competition versus Educational Values.
PUB DATE- 16 Apr 93
NOTE- 20p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement Need; *Competition; *Debate; *Educational Principles; Higher Education; *Intergroup Relations; *Persuasive Discourse; Undergraduate Students
IDENTIFIERS- Debate Tournaments

There is a growing dichotomy between the educational value of forensics versus the competitive aspects of individual events for both coaches and students. Competitive behavior has both an instinctual and a cognitive source. The instinctual source can be traced to evolution in a fiercely competitive world. Psychoanalytic theory suggests that the root of competitive behavior is in a diffuse and pervasive aggressive instinct. M. May and L. Doob's cognitive theory of competition heavily emphasizes the concept of the level of aspiration. L. Festinger's social comparison process theory posits a universal drive toward self-evaluation of opinions and abilities. The compromise between the need for personal gratification and the need for social acceptance that is appropriate to most life situations is inappropriate to competitive forensics. Forensics teams, coaches, and competitors of the future are going to continue to overshadow the educational goals that were originally set forth by the forefathers of speech and debate competition. The stakes for competing have risen dramatically and the educational aspects of the activity have fallen away and been replaced by a dedication to victory at all costs. Forensics is a safe and organized outlet for the unleashing of aggressive drives. Teachers and educators need to be teaching students that competition is always going to be pervasive and it is possible to have a good time without turning the playing field into a battlefield. (RS)

ED 361 815 CS 508 327

Williams, Sheryl L.; Gajalla, Radhika

Enter at Your Own Risk: Communication Majors, Student Attitudes and Assessments about the "Real World" and Their Readiness for It.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication Research; *Employment Opportunities; Higher Education; *Job Search Methods; Mass Media; Speech Communication; *Student Attitudes; Undergraduate Students

IDENTIFIERS- Professional Concerns

A study examined communication majors' attitudes toward job opportunities in their chosen areas (and communication in general) and how communication majors have proactively prepared themselves to enter the work world. A convenience sample of 140 undergraduate students enrolled in communication programs at 4 different universities responded to a survey. Data were analyzed for differences among various demographic factors. Results indicated that student attitudes toward the job market are fairly realistic. They are aware that the market is competitive and that job opportunities may not be abundant. However, they still feel fairly optimistic about their chances of finding a position, even within a six-month period. Students rated their academic departments as mediocre in helping them prepare for the job search, but departments were rated more positively on career preparation. Students themselves have not taken very much initiative in their own job search preparation. They lack knowledge about university resources, and their own job preparation behaviors are limited. Recommendations include departmental internships, formal job search sessions, informal meetings with former graduates of the program, and continued understanding of students' justified fears. (Three tables of data are included; the survey instrument is attached.) (Author/RS)

ED 361 502 CE 064 437

Kober, Nancy
Profiles of Major Federal Literacy Programs. Contractor Report, Adult Literacy and New Technologies: Tools for a Lifetime.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Jul 92
NOTE- 79p.; For related documents, see CE 064 323 and CE 064 432-438.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Correctional Education; Demonstration Programs; Educational Finance; English (Second Language); Family Programs; Federal Legislation; *Federal Programs; Inplant Programs; Library Extension; *Literacy Education; Models; *Program Implementation; Second Language Instruction; Volunteers
IDENTIFIERS- Workplace Literacy

This report, prepared for an ongoing assessment on adult literacy and new technologies, profiles 30 major federally funded adult literacy and basic skills programs. The information it contains is based on an analysis of laws and regulations for programs that: (1) have adult literacy or basic skills education as their sole purpose or as one of a limited number of primary purposes; (2) explicitly authorize literacy or basic skills education as a primary means of achieving a related purpose, such as job training or American citizenship; and (3) through departmental directive, have taken the core of the federal role in adult education. The profiles describe programs in terms of the following 15 characteristics: authorizing legislation, federal administering agency, type of literacy program, purpose, authorization and appropriations (fiscal years 1988-1992), literacy-related definitions, target population, administrative structure, agencies delivering services, major activities and services, fiscal and accountability provisions, coordination provisions, technology provisions, private sector provisions, and standards, evaluations, and outcomes. Types of literacy programs described are as follows: adult basic education, adult secondary education, English literacy, workplace literacy, family literacy, volunteer literacy, library literacy, basic skills education, literacy for the incarcerated, and capacity building. Mentioned briefly at the end of the report are 16 other programs that have noteworthy literacy-related components, as well as 6 unfunded programs with primary literacy purposes. (KC)

ED 361 539 CE 064 506

Budapest Training Technology Centre.

PUB DATE- 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- Cooperative Planning; Educational Cooperation; *Educational Technology; *Facility Planning; Foreign Countries; *International Cooperation; *Multimedia Instruction; Open Education; Postsecondary Education; Secondary Education; Training Methods; *Vocational Education
IDENTIFIERS- *Great Britain; *Hungary

The Budapest Training Technology Centre (BTTC) grew out of a 1990 agreement calling for Great Britain to help Hungary develop and implement open and flexible training methods and technology-based training to support the labor force development and vocational training needs resulting from Hungary's transition to a market economy. The BTTC would be a nonprofit organization established jointly by the Budapest local government and British Ministry of Labour. Its main tasks would be as follows: collect all available open, distance, and flexible learning materials and make them available to everyone interested; give up-to-date information on available materials via a periodic newsletter; operate a demonstrating multimedia center; translate and adapt foreign multimedia materials; develop and produce new multimedia materials; provide regular training for trainers; and support educational activities in various schools and industrial training departments. The following would be the BTTC's target areas: secondary education and vocational training, retraining, language training, educational support of small ventures, and academic postgraduate training. The BTTC would build strong links with the media centers participating in the World Bank project and with the 61 schools connected to it. Comprising the BTTC's operational structure would be a media-producing department, service department for media production, and training department. (MN)

ED 361 615 CG 025 010

California Programs To Prevent and Reduce Drug, Alcohol, and Tobacco Use among In-School Youth: An Interim Report about Tobacco Use. Report No. 2.

SPONS. AGENCY- California State Dept. of Education, Sacramento.

PUB DATE- May 93

NOTE- 18p.; Summary report based on "Drug, Alcohol, and Tobacco Education Evaluation: Second-Year Interim Evaluation Report" (Southwest Regional Laboratory).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Drug Education; Drug Use; Elementary School Students; Elementary Secondary Education; *Prevention; *Program Effectiveness; Secondary School Students; *Smoking; *Student Behavior; *Tobacco

IDENTIFIERS- *California

This document presents an interim report about tobacco use and its prevention among students in California schools. It focuses on the efforts of the Tobacco Use Prevention Education (TUPE) program, a part of the California Department of Education's Drug, Alcohol, and Tobacco Education (DATE) program. It is noted that TUPE programs have operated in almost every elementary, middle, and senior high school in the state of California. Preliminary data from the second year of the TUPE/DATE program are presented which reveal that the TUPE effort has been effective in educating youth about the unhealthy aspects of smoking, in decreasing the number of young people who become regular smokers, and in ensuring that smoking is viewed as an unhealthy behavior. It is further noted that, by the time they finish high school, over one-half of California's students experiment with smoking, but fewer than 5% of the students in grades 7 through 12 actually become daily smokers, compared to a prevalence rate of 22% among the California adult population. The report examines youth and smoking; schools and their tobacco prevention education efforts; parents and tobacco prevention efforts; alternative activities to alcohol, tobacco, and other drug use; student exposure to curricula; student exposure to school-based tobacco services; and effects of the DATE program. (NB)

ED 361 678 CS 011 414

Botta, Renee; And Others
Does Shorter Mean Easier to Understand? A Study of Comprehension of USA Today Information Stories.

PUB DATE- Aug 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Higher Education; *Newspapers; News Writing; *Readability; *Reading Comprehension; Reading Research; Regression (Statistics)
IDENTIFIERS- Journalism Research; New York Times; Text Factors; *USA Today

A study tested the notion that information stories in "USA Today" are more readable because its editors shorten them by leaving out background details. It also examined whether readers comprehend as much from stories written in "USA Today" style as they do from stories written in the more traditional "New York Times" style. For the Readability Study seven readability formulas were applied to two stories reported in both papers. For the Reader Comprehension Study, 166 undergraduate subjects read either the "New York Times" or the "USA Today" versions of the stories. Results of the readability measures showed that both versions of the stories were at or above college level, but only the Fog index significantly discriminated between the versions of the stories, finding the "USA Today" version more readable in terms of sentence length and complexity. The comprehension study results showed that readers of the "USA Today" stories comprehend significantly less than do readers of the same stories in "New York Times" style. In contrast to arguments of "USA Today" editors, multiple regressions showed that newspaper use was negatively related to comprehension of "USA Today" stories. However, frequent and attentive reading of "hard news" stories is a predictor of better comprehension for "USA Today" stories, while "soft news" stories were related to better comprehension for "New York Times" stories. Findings suggest that "USA Today" editors may be placing reader comprehension at risk when they shorten analysis pieces by leaving out background. (Three tables of data are included; 19 references are attached.) (Author/RS)

ED 361 736 CS 214 031

McGowen, Carolyn Smith
Teaching Literature by Women Authors. Teaching Resources in the ERIC Database (TRIED).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 225p.; Published in cooperation with EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Authors; Biographies; Class Activities; Elementary Secondary Education; *Females; Lesson Plans; Literary Criticism; Literary Styles; Novels; Poetry; Short Stories; Teaching Methods; Vocabulary Development; Writing Skills
IDENTIFIERS- Gender (Language)

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on practical suggestions for addressing the works of women authors in the English/language arts classroom at elementary, middle-school, and secondary levels. The 57 lesson plans in this book cover lessons on gender equity, novels, biography and autobiography, short stories, and poetry. The book includes an activities chart which indicates the focus and types of activities (such as creative tasks, vocabulary development, oral reading, journal writing, symbols, and simulation) found in the various lessons. A 61-item annotated bibliography contains references to related resources in the ERIC database. (RS)

ED 361 914 EA 025 321

Whitehead, LeRoy E.
Election by Acclamation among Two Cohorts of Canadian Public School Trustees.
PUB DATE- 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Ontario Educational Research Council (Toronto, Ontario, December 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Candidates; *Boards of Education; *Elections; Foreign Countries; *Politics of Education; *Public Schools; Selection; *Trustees
IDENTIFIERS- *Canada

In Canada, acclamation occurs when there are not enough candidates nominated for particular seats to force election campaigns. The candidates are then automatically declared elected, and the election process is aborted. This paper identifies cohorts of newly elected trustees and tracks them through a series of elections to determine the acclamation patterns over time of individual trustees. Of a cohort of 196 Ontario trustees who were tracked through 3 elections, 38 (19.4 percent) were acclaimed in their first election and 28 (14.3 percent) received two or three consecutive acclamations. One hundred trustees (51 percent) received no acclamations. Of a cohort of 237 Alberta trustees who were also tracked through 3 elections, 53 (22.4 percent) were acclaimed in their first election and 41 (17.3 percent) received 2 or 3 consecutive acclamations. One hundred and thirty-three trustees (55.3 percent) received no acclamations. In both cohorts, trustees from noncity areas were more likely to be acclaimed in their first election and were more likely to receive consecutive acclamations than were trustees from cities. The more terms trustees served, the more likely they were to have one or more acclamations. Among trustees who served more than one term, acclamations were more likely to occur in the second or third election than in the first. The findings help to alleviate, though not eliminate, concerns that acclamations subvert the legitimacy of the political process. Contains three tables and eight references. (LMI)

ED 361 934 EC 302 401

Wallace, Teri; And Others

Outreach Training Activities: Results from a Survey of UAP Outreach Training Directors.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jun 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Agencies; Children; *Developmental Disabilities; *Inservice Education; National Surveys; *Outreach Programs; Resource Allocation; Staff Development; Training
IDENTIFIERS- *University Affiliated Training Programs

This survey of 39 University Affiliated Program (UAP) Outreach Training Directors describes UAP outreach training efforts to improve services to people with developmental disabilities. The survey examined the influence of different staffing strategies on the structure of outreach training programs, and the degree of participation by various groups in planning, coordinating, conducting, financing and evaluating outreach training efforts. Results indicated that UAPs provide outreach training to a large audience representing a variety of agencies and constituencies. UAPs funding one or more positions for outreach training provided significantly more hours of training to significantly more people. Based on the results of the survey, recommendations are offered regarding increasing the involvement of stakeholders in all aspects of outreach training, increasing collaboration between UAPs and technical and community colleges, avoiding duplication of training efforts, increasing evaluation efforts that measure the impact of training on outcomes for persons with developmental disabilities, reconsidering UAP resources allocated to outreach training, and increasing training for persons providing support to adults and older persons with developmental disabilities. The UAP Outreach Training Survey is appended. (Contains 46 references.) (Author/PB)

ED 361 697 CS 213 990

Westcott, Warren; Ramey, Betty

Aiming for Excellence in Freshman English.

PUB DATE- 93
NOTE- 23p.; Paper presented at the Annual Southeastern Conference of English in the Two-Year College (1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; English Curriculum; *English Instruction; *Freshman Composition; Higher Education; Program Design; *Program Development; Teaching Methods; Writing Skills
IDENTIFIERS- Francis Marion University SC; Process Approach (Writing); *Writing Development

A difficult task facing college English departments is the creation of a freshman English program that is coherent and theoretically sound and which allows instructors a certain flexibility. Recently, the English department at Francis Marion College undertook a major revision of its freshman program with these goals in mind. The result was a sequence of four distinct composition courses within a single conceptual framework. This sequence is based upon two concepts: decentering as described by James Berlin and the basic communications triangle described by James Kinneavy. The sequence moves from "I"-centered or expressive writing, to "you"-centered or transactional writing, to "they/it"-centered or referential writing. Another essential aspect of the sequence is a focus on critical thinking and research skills. Each section of the sequence develops its own writing laboratory. Specific guidelines and procedures insure that student tutors are capable and well-trained, and close supervision maintains accountability. Students in the freshman sequence are required to make use of the pertinent writing labs, thus allowing them to develop process writing skills. Each section of a given semester course has specific tasks that the student carries out either in the lab or in conjunction with it. Overall, the program has succeeded for several reasons: meaningful guidelines are provided, a clearer sense of progress is fostered in the students, and most freshmen receive significant individual attention to their writing. (HB)

ED 361 717 CS 214 011

Roberts, Nancy L.

A Preliminary Profile of the Nineteenth-Century U.S. Peace Advocacy Press.

PUB DATE- Oct 93

NOTE- 63p.; Paper presented at the Annual Meeting of the American Journalism Historians Association (Salt Lake City, UT, October 6-9, 1993). Some of the material in the appendixes may not reproduce clearly due to broken print or toner streaks.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)

DESCRIPTORS- Discourse Analysis; *Freedom of Speech; *Journalism History; Literary History; Literature Reviews; *Peace; Periodicals; Persuasive Discourse; Press Opinion; Profiles; United States History

IDENTIFIERS- *Alternative Press; *Nineteenth Century; Rhetorical Strategies

Noting that throughout U.S. history most viewpoints not expressed in the mainstream press have found an outlet among alternative publications, this paper presents a profile of the 19th century peace advocacy press. The paper also notes that most studies of peace history have been produced by scholars of diplomatic, military, and political history, who have viewed the field within the framework of their respective disciplines. Analyzing the field from a communication perspective, the first paper presents a review of the literature on peace history and the history of the peace advocacy press. The paper then traces the 19th century peace advocacy movement and its presses; and after that presents an analysis of a sample of peace advocacy periodicals, examining method, purpose and audience, overview of content, view of reform and journalism, concern with other media, coverage of other reform efforts, and some journalistic strategies. The paper concludes that the moral and ideological exclusion experienced by peace advocates may have significantly shaped their communication. Two appendixes provide: (1) a taxonomy of 19th century peace advocacy and its publications, and (2) selected examples of 19th century peace advocacy publications. One hundred twenty-three notes are included. (NH)

ED 361 756 CS 508 261

Shelton, Karen; Shelton, Michael W.
Holistic Speaker Evaluation--A Review and Discussion.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Debate; Higher Education; *Holistic Evaluation; Judges; Literature Reviews; Scoring; *Student Evaluation
IDENTIFIERS- Debate Tournaments; Evaluative Dimensions; Research Suggestions

The question of what variables affect success in debate has long been an area of interest and concern in the forensic community. For many years, it was thought that traditional performance variables--delivery, reasoning, organization, analysis, refutation and use of evidence--were the key factors influencing evaluations of debaters. Some authorities have suggested that broader, more general standards dictate evaluation. These factors include geographical variables and gender. Some authorities have abandoned attempts to determine the weight of specific variables and embraced a holistic approach to debate speaker evaluation. Although the trend is toward holistic evaluation, additional research is warranted; such a movement may not be justified. It might be an interesting personal experiment for judges confronted with a ballot that offers "boxes" to attempt to mark them and to see if that evaluation is consistent with their holistic evaluation. (Seventy notes are included.) (Author/RS)

ED 361 834   EA 025 159

Goals 2000: Educate America Act. Report from the Committee on Education and Labor, Together with Dissenting and Supplemental Dissenting Views to Accompany H.R. 1804 . House of Representatives, 103d Congress, 1st Session.

PUB DATE- 1 Jul 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Change; *Educational Development; *Educational Legislation; *Educational Objectives; Elementary Secondary Education; *Federal Aid; Federal Government; *Federal Legislation; Higher Education; Postsecondary Education; Public Schools

IDENTIFIERS- *Goals 2000; Proposed Legislation

The Goals 2000: Educate America Act is designed to improve learning and teaching by providing a national framework for education reform. Its goals also are to promote the research, coordination, and changes needed to ensure equitable educational opportunities for all students. The reauthorization of federal education programs and the establishment of a voluntary national system of skill standards and certifications are additional goals of the act. Title I establishes National Education Goals in seven areas: school readiness, school completion, student achievement and citizenship, teacher education and professional development, mathematics and science, adult literacy and lifelong learning, and safe, disciplined, and drug-free schools. Title II establishes a mechanism for building a national consensus for educational improvement, reporting on goals achievement, and monitoring voluntary national content and student-performance standards. The purpose of Title III is to improve the quality of education and opportunity for all students through federal encouragement of state and local programs. Title IV establishes oversight to a national system of standards and certification. Title V covers miscellaneous aspects of the act (definitions and limitations). Title VI establishes a grant program to provide training and information to parents. Also included are background, bill history, and Congressional dissenting opinions. (JPT)

ED 361 853 EA 025 230

Rennie, Leonie J.; Treagust, David F.

Factors Affecting the Successful Implementation of Whole-School Curriculum Innovations.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Curriculum Development; *Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Innovation; *Program Implementation; *School Based Management; *School Restructuring

IDENTIFIERS- *Australia

In 1988, two metropolitan and four country schools (two of which were remote) in Australia received federal grants to implement technology education. This paper presents the outcomes of the six schools' attempts to implement curriculum innovations associated with technology education and interprets those outcomes in the context of a school-based curriculum change within a centralized educational system. Data collection, which was conducted in two stages at the end of the 1989 and 1990 school years, included document analysis, surveys of the technology coordinators, and interviews with coordinators, teachers, and students. Characteristics of the innovations in successful schools included thorough documentation of the implementation plan, allocation of a large proportion of funds to teacher inservice, and designation of a technology coordinator with adequate time for supervision and communication. Findings also indicate that without effective coordination, adequate time, and a high degree of faculty stability, school-based curriculum innovation is unlikely to succeed. One table is included. (Contains 16 references.) (LMI)

ED 361 657 CS 011 392

Pavlak, Stephen A.
Classroom Activities for Correcting Specific Reading Problems.
PUB DATE- 85
NOTE- 208p.; For a book on diagnosing specific reading problems, see CS 011 396.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; Corrective Reading; Diagnostic Teaching; Elementary Secondary Education; Oral Reading; Phonics; Reading Comprehension; Reading Difficulties; Reading Games; *Reading Skills; *Remedial Reading; Student Evaluation
IDENTIFIERS- Reading Management

This book provides 234 tested, easy-to-use exercises, games, and activities to help reading specialists and classroom teachers correct students' individual reading skill deficiencies at the primary, intermediate, and upper levels. The activities in the book are sequentially organized in the basic skill areas of phonic analysis, structural analysis, comprehension, and oral reading, as well as a special selection of activities in the area of survival reading skills especially designed for readers in the intermediate and upper grades. The book also includes a reproducible individual pupil checklist of reading skills which lists the skills as they are usually encountered in the reading skills continuum and can be used to keep a record of each child's reading skill needs. (RS)

ED 361 894 EA 025 283

Marshall, Catherine; And Others
Caring as Career: An Alternacive Model for Educational
Administration.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Assistant Principals; *Educational Administration; Elementary Secondary Education; *Informal Leadership; Interpersonal Relationship; Leadership; *Leadership Styles; *Occupational Aspiration

This paper identifies four models of educational administration--the rational, mechanistic, organic, and bargaining models--and argues that a fifth model of leadership--a caring model--is needed. The ethic of caring (Nodding, 1986) is reciprocal, natural, and ethical and emphasizes connection, responsibilities, and relationships. Creating a model of caring involved secondary analysis of data originally collected to describe career assistant principals (CAPs). These data were derived from participant observation, interviews with 10 CAPs, focus group interviews with 14 award-winning assistant principals, and a mailed survey of 26 award-winners in other states. Three interrelated patterns of leadership emerged from the data: (1) CAPs derived the strongest satisfaction from knowing that their actions helped students and teachers; (2) their career adjustments have been affected by their desire to retain flexibility and discretion; and (3) their value of caring extended into the community. It is recommended that professional association, university, and district policies incorporate the alternative career motivations of CAPs, and that caring should be modelled as a valuable function. In conclusion, caring is a necessary condition for transforming schools into successful living and learning environments. (LMI)

ED 361 484 CE 064 378

Kirsch, Irwin S.; And Others
Profiling the Literacy Proficiencies of JTPA and ES/UI Populations. Final Report to the Department of Labor.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Sep 92
NOTE- 286p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Literacy; Comparative Analysis; Correlation; *Data Collection; Employment Programs; Error of Measurement; Evaluation Criteria; *Evaluation Methods; Federal Programs; Job Training; National Surveys; *Participant Characteristics; Questionnaires; Research Design; Sampling; Tables (Data); Testing; *Unemployment Insurance; Weighted Scores; Young Adults
IDENTIFIERS- *Employment Service; *Job Training Partnership Act 1982; Workplace Literacy

A comprehensive assessment of the literacy proficiencies of Job Training Partnership Act (JTPA) and Employment Service/Unemployment Insurance (ES/UI) participants was conducted by the Department of Labor. The survey responses of a sample of 2,501 JTPA applicants and 3,277 ES/UI participants were scored, weighted, analyzed, and used to develop a profile of JTPA and ES/UI program participants' prose comprehension, document literacy, and quantitative skills. Findings included the following: (1) 40-50% of JTPA and 40% of ES/UI participants demonstrate literacy skills on the lowest two levels; (2) 15-20% of JTPA and 20-25% ES/UI participants were at the highest two levels; (3) minorities scored below whites on all three scales, and blacks and Hispanics were disproportionately represented at the low and high ends; (4) 30-45% of those with high school diplomas or equivalents were at the lowest two levels; and (5) those at the higher levels avoid long unemployment, earn higher wages, and work in higher level occupations. Approximately half a million JTPA trainees and 7.6 million persons receiving UI or ES services have literacy skills that are insufficient for the current job market. The following recommendations were made: (1) outcome measures that ensure comparability across individuals and time periods, because the high school diploma no longer certifies a baseline of competence; (2) research on the literacy requirements of key job families; (3) increased attention on recruitment in publicly sponsored programs; and (4) broader literacy education within both K-12 and continuing education programs. (The study background and activity questionnaire, Oregon and Mississippi data, and additional JTPA and ES/UI data are appended along with the following reports: "Sampling, Weighting, and Sampling Error Estimation" and "Scaling and Scoring Procedures." The report includes 113 tables, 16 figures, and 66 references.) (MN)

ED 361 559 CE 064 549

Blair, Betty; And Others
Marketing Education Program Management Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 169p.; For related documents, see CE 064 548-552.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Competence; Course Content; Course Descriptions; *Distributive Education; Educational Planning; *Educational Resources; High Schools; *Marketing; *Program Administration; State Curriculum Guides; *Student Organizations; Teaching Methods; Units of Study
IDENTIFIERS- Distributive Education Clubs of America; *Texas

This guide was designed for use by marketing education teacher-coordinators and administrators in implementing marketing education programs. The document includes the following: an overall picture of administrative responsibilities related to high quality programs, guidelines and forms needed to deliver effective instruction, resources and information regarding Distributive Education Clubs of America (DECA) chapter management, and professional development opportunities. The essential elements for each course are referenced to the textbooks adopted in Texas and to Texas resource centers. The guide is organized in four sections. The first section describes the responsibilities of marketing education teacher-coordinators and refers to sample forms and procedures located elsewhere in the guide. The second section explains what should be taught in each marketing education course and where and how mastery is to be documented; it also provides correlations to the curriculum guide for marketing education and other resources. The third section provides information for developing and managing local DECA chapters and participation in district, state, and national levels of the program. The final section focuses on opportunities for marketing education teachers to grow professionally. Three appendixes include rules and regulations and program evaluation suggestions, forms, and a suggested filing system. (KC)

ED 361 579 CE 064 585

Home Economics Education. Vocational Education Program Courses Standards.

PUB DATE- Jul 93
NOTE- 264p.; Update of ED 358 269.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; Child Development; Clothing Instruction; Communication Skills; *Course Content; Course Descriptions; Foods Instruction; *Home Economics Education; *Home Economics Skills; Interpersonal Competence; *Job Skills; Money Management; Parent Education; Postsecondary Education; Secondary Education; State Curriculum Guides; *State Standards
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level in Florida. Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each outcome. Program and course standards are based on competencies required for entry, advancement, and upgrading in homemaking and home economics occupations. The following courses are included: food and nutrition, consumer education, family living, child development and parenting, clothing and textiles, housing and management (including personal resource management), decision making, career exploration, developing self-esteem, and developing positive relationships. (KC)

ED 361 597 CE 064 625

Daines, John; And Others
Adult Learning, Adult Teaching.
PUB DATE- 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; *Classroom Techniques; *Instructional Development; Postsecondary Education; Program Evaluation; *Student Evaluation; *Teaching Methods

This book is designed to provide specific and practical suggestions for teachers and tutors of adult students. It is divided into two major parts. Part 1, which is devoted to adult learning, includes information on the characteristics of adult learners, their expectations and motivation, and issues related to equal opportunities and access. Part 2 consists of four sections dealing with teaching adults. Discussed in the section on planning for learning are needs, aims and objectives, content, and consultation and negotiation. The following topics are discussed in the section on teaching methods: talks, lectures, and presentations; demonstration; individual practice and supervision; discussion; other methods; working with groups; asking questions; and using teaching resources. Discussed next are course and session evaluation, attendance and dropouts, self-evaluation, and student assessment. The final section includes guidelines for constructing lesson plans and conducting the first session and includes 21 suggestions for further reading and a brief discussion of staff development opportunities and organizations of interest to adult educators. (MN)

ED 361 637 CG 025 032

Living with HIV/AIDS in School.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; *At Risk Persons; Elementary School Students; Elementary Secondary Education; *Health Education; Mathematics Achievement; Mathematics Instruction; *School Role; Science Instruction; Secondary School Students; Sex Education; *Sexuality

This newsletter article is concerned with understanding what schools can and must do to sustain life in the age of human immunodeficiency virus and Acquired Immune Deficiency Syndrome (HIV/AIDS). The article looks at the incidence of AIDS and reviews legislation related to AIDS infection and school attendance. School policy as it relates to students who have tested positive for HIV is considered. It is noted that the only known cure is prevention and the only prevention is active, effective education. Consequently, the state of HIV/AIDS education in the schools today is critically examined. The need for behavior modification in addition to knowledge about HIV/AIDS is discussed. The overrepresentation of young, black, and Hispanic persons among AIDS victims is considered, and the need for women to recognize the dangers of AIDS is emphasized. While prevention is stressed as the most desirable goal, when prevention efforts have not succeeded or when such efforts were nonexistent, the need for empowered care among AIDS victims is advocated. The need for health care for HIV/AIDS as a long-term chronic illness is stressed. The article concludes with a section on policy ideals. A sidebar called "AIDS 101" provides basic facts about HIV/AIDS. (NB)

ED 361 796 CS 508 308

Keyton, Joann; Kalbfleisch, Pamela J.
Building a Normative Model of Women's Mentoring Relationships.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Correlation; *Females; Friendship; *Interprofessional Relationship; *Mentors; Models; Organizational Communication; Sex Differences
IDENTIFIERS- *Protege Mentor Relationship

This paper investigates the composition of women's mentoring relationships. The traditional male mentoring model is rejected in favor of an alternative model that more closely reflects female mentoring relationships. The paper proposes that women's friendships may serve as a closer match to their mentoring relationships than the traditional male hierarchical model. Both women's mentoring relationships and friendships are examined for similarities and contrasts. Data were collected for 56 pairs of female mentors and female proteges. Relational ingredients considered in the analysis in the paper include relational adjectives (Collins, 1983), relational themes (Burgoon & Hale, 1984, 1987, 1990), emotional intimacy (Williams, 1985), and organizational communication support (Kogler Hill, Bahniuk, Dobos & Rounder, 1989). Relational outcomes were also examined such as feelings of support, happiness, respect, and professional advancement. The paper provides support for building an alternative model for women's mentoring relationships and expanding the study of these professional and interpersonal relationships. Five tables of data are included. Contains 37 references. (Author)

ED 361 816 CS 508 328

Kellner, Douglas
The Crisis of the Discipline: Some Metatheoretical Reflections.
PUB DATE- May 93
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); *Culture; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; *Research Methodology
IDENTIFIERS- *Communications Research; *Cultural Studies; Metatheory

Communications scholars need to become aware of how the field of cultural studies enlarges and enriches the field of the study of culture and communications. Cultural theorists need to become more aware of how the cultural artifacts are mediated by a system of production and reception and pay more attention to communications research. Cultural studies should include analyses of the production of culture and the ways that dominant systems of production structure and inhibit specific forms, content, and effects in cultural studies. On the other hand, there are reductionist and scientistic communications research approaches to culture and communication that would benefit from broadening their vistas and utilizing the methods of cultural studies. An integrated approach is needed to combine the study of cultural production, analysis of cultural texts, and inquiry into their reception. A productive dialogue between cultural theorists and communications scholars could help overcome the bifurcation in the field that is now causing unnecessary conflict and tensions. Intense focus on the nature and functions of culture and communications can help produce better social theories and the study of culture and communications in turn could benefit from the application of social theories to its subject matter. (Fifteen notes are included. Contains 30 references.) (RS)

ED 361 874 EA 025 254

Epp, Juanita Ross; Hajnal, Vivian
Culture Orientation and Sociometry of the Classroom: A Possible Relationship.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Competition; *Cooperative Learning; *Educational Environment; Elementary Secondary Education; Foreign Countries; Group Behavior; Interaction Process Analysis; *Interpersonal Relationship; *Organizational Climate; School Effectiveness; *Sociometric Techniques
IDENTIFIERS- *Ontario

Findings of a study that examined the relationship between classroom orientation and sociometric patterns within the classroom are presented in this paper. Methodology involved observation of 12 classrooms in Ontario and administration of two survey instruments to 20 fourth-year students. Classroom orientations were categorized as cooperative, competitive, or individualistic. Findings indicate that classroom orientation may be linked to school effectiveness. Although North American schools are often perceived as competitive, individualism appeared to be the norm for the sample schools. Despite recommendations made for cooperative learning, it was not common in these schools. An implication is that traditional evaluation techniques may not adequately measure alternative approaches to education, particularly in classes that are not teacher-led. In most of the sample classrooms, the teachers used a combination of all three orientations, which would yield varying results depending on the class observed. Three tables are included. (LMI)

ED 361 522 CE 064 472

Courtney, E. Wayne

A Model System for the Design and Maintenance of Related Instruction Curriculum for Approved U.S. Department of Labor Apprenticeship Occupations. Phase III. Evaluation Update January 12, 1989 . Evaluation Update May 31, 1989 .

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 89

NOTE- 55p.; For Phase I reports, see CE 064 470, for Phase II reports, see CE 064 471, for other Phase III reports, see ED 330 893.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Apprenticeships; *Clearinghouses; Databases; Field Tests; *Instructional Materials; Objectives; Online Catalogs; *Program Development; *Program Effectiveness; *Vocational Education

IDENTIFIERS- *Related Subjects Instruction

These two evaluation updates cover segments of the third phase of the Apprenticeship Training Materials Clearinghouse project, which is being conducted at Lane Community College in Eugene, Oregon. The first update evaluates activities related to the following project objectives: conduct a field test on clearinghouse services; revise the model according to the evaluations for the field sites; develop mailing lists of institutions, private firms, and organizations that are potential users of apprenticeship materials; develop an information package for dissemination; establish a computerized database; and continue to update and expand the materials resource bank for quality improvement. Information about ONTERIS (the Ontario Education Resources Information System) and database including clearinghouse thesaurus terms pertaining to material type, vendor type, and geographic location is appended. The second update includes evaluations of additional project activities conducted in relation to the objectives discussed in the first update. Appended to the second update are clearinghouse support letters, a related newspaper article, and apprenticeship clearinghouse database printout examples. (MN)

ED 361 540 CE 064 512

State Occupational Training Advisory Committee. Report of an Articulation Study.

PUB DATE- Nov 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *Career Guidance; *Cooperative Programs; Educational Planning; High Schools; *Institutional Cooperation; *State Programs; Statewide Planning; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *South Carolina

The State Council on Vocational and Technical Education in South Carolina assessed the implementation of coordination and articulation agreements and career guidance in the state between educational institutions. A questionnaire survey was developed and sent to each of the 16 technical colleges, 1 school district, and 1 vocational center in each of the 16 tech prep consortia within the state. The responses were organized by survey groups--technical colleges, school districts, and vocational centers. The comments were summarized, with findings and recommendations for each topic area. Some of the findings and recommendations include the following: (1) career guidance counseling is available at the technical colleges and in the schools, but more uniform guidance practices are recommended; (2) few institutions are using written agreements to promote cooperation and coordination--college presidents were asked to assume responsibility for creating such agreements; and (3) many secondary and postsecondary institutions are working to share resources, but more formalized arrangements are needed. (KC)

ED 361 658 CS 011 393

Barrs, Myra, Ed.; Thomas, Anne, Ed.
The Reading Book.
PUB DATE- 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Elementary Education; Literature Reviews; Parent Participation; *Reading; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Student Evaluation; *Teaching Methods
IDENTIFIERS- Educational Issues; *Reading Management

Noting the persistent tendency to polarize questions of reading instruction into diametrically opposed or simplified positions, this book (developed in the United Kingdom) is a teacher's guide to learning to read. The first part of the book surveys what is known about reading, in chapters corresponding to the four major partners in the reading process: child, parent, teacher, and text. The practical sections that make up the second part of the book include all the issues that would feature in an elementary school's reading policy--from the teaching approaches in use, to the books and resources offered, the provision made for equal opportunities and for biliteracy, the support available for children with reading difficulties; and the use of record-keeping to assess and monitor children's progress. One school's reading policy and a bibliography of children's books and teachers' books referred to in the text are attached. (RS)

ED 361 679 CS 011 415

Feezel, Jerry D.
Preparing Teachers through Creativity Games.

PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Teaching; Educational Games; Elementary Secondary Education; Higher Education; *Learning Activities; Teacher Education; *Thinking Skills
IDENTIFIERS- Lateral Thinking; Reflective Teaching; Word Games

Creative teaching, which involves creating innovative lessons, games, materials, and assignments to challenge students, can be stimulated in teacher education students by stirring up their thinking and encouraging them to explore different paths. Two thematic concepts which underlie creative teaching are "reflective teaching" which attempts to guide the development of thinking professionals who continually reflect upon their teaching, and "lateral thinking" which advocates moving from side to side when dealing with any problem and digging new holes rather than digging deeper and deeper into the same hole. Both theories may be used by teaching methods classes to engender professionals who are reflexive and flexible. Two techniques which have proved effective in methods classes are: (1) to pass out a collection of "junk mail" to teacher education students and ask them to build a lesson concept from it, and (2) to use word games which require students to develop creative definitions for a list of words. (A copy of the word game "Pun Fun" which includes a scoring guide to evaluate creativity is attached.) (NH)

ED 361 737 CS 214 032

Agee, Jane M.
Making Connections with Poetry: Multicultural Voices in Process.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Richmond, VA, March 18-20, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- College English; College Freshmen; *Creative Writing; Freshman Composition; Group Discussion; Higher Education; *Literature Appreciation; *Poetry; *Reader Response; Student Writing Models; *Writing Assignments; Writing Strategies
IDENTIFIERS- *Response Based Writing; Writing Development

Many freshmen come to English courses thinking that they generally dislike poetry and that in particular they dislike writing critical essays about poetry. Two strategies which are effective in helping students overcome their own negative perceptions are to allow students to: (1) engage in transactional reader response; and (2) explore poetry through both creative and reflexive writing. Allowing students to share responses to poems in small-group discussions emphasizes the full interplay between book and reader. These discussions also allow students who are uncertain of themselves and their interpretations of poetry to become participants at this level. This same exchange of ideas can form the core of writing strategies. Focusing on multicultural ballads and narrative poems and exploring fresh perspectives on language and experience gives students confidence to make connections with a wide range of poetry. A two-part final writing assignment can involve creating an original ballad or narrative poem, and writing a short paper about this creative process, documented in a log. Within the process of creating their own poems, reflecting on the creative process, and sharing their writing within their groups, students are freed from the idea that poets and their poems belong to an alien and privileged discourse. Examples of students' poems and essays demonstrate that not only do students share their own voices and those of others, they also collaborate in a process which demystifies poetry. (Contains 17 references.) (NH)

ED 361 757 CS 508 264

Becker, Catherine B.; Easley, Brenda V.
Intercultural Communication Education: A Participatory Model.

PUB DATE- Apr 93
NOTE- 48p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Black Students; Communication Problems; Communication Research; *Discipline Problems; Elementary Education; Elementary School Students; *Intercultural Communication; Models; Parent Attitudes; *Participatory Research; Private Schools
IDENTIFIERS- African Americans; School Culture

A study applied an integrative approach using participatory, quantitative, and qualitative research methods to help the administration of a mid-sized private elementary school discipline and communicate with minority (African-American) students. Micro-ethnographies based on observations at the school were constructed by 12 researchers (students in an advanced intercultural communication course) over a 12-week period. Three sets of questionnaires were developed to examine the problem at different levels of perspective and each utilized a different research design. Of the 522 questionnaires distributed to parents, 74 were returned for a response rate of 14.1%. The response rate from white parents (6.5%) was almost double that of black parents (3.5%). Results indicated that (1) the concerns of teachers, white parents, and administrators were not echoed by black parents, students, or researchers; (2) respondents perceived the largest distances to be between both black people and Catholic values, the administration, and discipline; and (3) both white students and black students were aware that particular actions were against school policy, but black students admitted to a much greater incidence of disobedience than white students. Findings suggest that the participatory model of intercultural communication education used to develop the approach (consisting of academic, community, and social levels) contributed to the development of critical consciousness and improvement of the lives of some of the student/researchers. (Two tables of data and a figure representing the cultural space of the school are included; the three questionnaires, open ended responses, an appendix of data, excerpts from researchers' journals, and recommendations are attached.) (RS)

ED 361 777   CS 508 289

Geonetta, Sam C., Ed.
Proceedings of the Annual Meeting of the Council for Programs in Technical and Scientific Communication (13th, Portland, Oregon, April 17-18, 1986).
PUB DATE- Apr 86
NOTE- 120p.; For other editions of these proceedings, see CS 508 288-295, ED 132 630, and ED 252 864-872.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Role; Higher Education; Program Descriptions; *Program Evaluation; Scientific and Technical Information; Student Evaluation; Teacher Behavior; *Technical Writing
IDENTIFIERS- Excellence (Quality); Professional Writing

Focusing on what quality "is" in technical and scientific communication programs, the papers in this proceedings are divided into five sections: Quality in Programs; Quality in Administrators; Quality in Teachers; Quality in Students; and Quality in Graduates. Papers in the proceedings are: "The Proof Is in the Pudding: Evaluating Quality in Technical Communication Certificate Programs" (Sherry Burgus Little); "Developing a Technical Communications Option at Oregon Institute of Technology" (Avon Murphy and David Dyrud); "Quality in a Bachelor's Degree Program" (Jim Corey and Michael Gilbertson); "Quality in a Bachelor's Degree Program" (Gloria Jaffe); "A High Quality Graduate-Level Degree Program in Technical and Scientific Communication: A Series of Challenges" (Laurie S. Hayes); "The Graduate Program in Technical Communications" (Simon S. Johnson); "What is Quality in an Administrator of a Program in Technical and Scientific Communication?" (Mark P. Haselkorn); "What Is Quality in a Technical/Scientific Communication Program Administrator?" (Marilyn Schauer Samuels); "What Constitutes Quality in the Administrator of a Program in Technical and Scientific Communication?" (Muriel Zimmerman); "On What Is Quality in a Teacher in a Program?" (Mary B. Coney); "The Technical Writing Teacher Should Do Technical Writing" (John S. Harris); "Teaching Technical Communication: How Much Teaching? How Much Technology?" (Sam C. Geonetta); "Quality in a Technical Communications Student: 'T' Is for Technology" (Mary M. Lay); "Helping Our Students Acquire a Sense of Quality" (Daniel R. Jones); "What Is Quality in a Technical Communications Graduate?" (Karyl Severson); and "How Do We Measure the Quality of Our Graduates?" (Judith Kaufman and John Eldridge). The proceedings also includes a message from the president of CPTSC, the conference program, and results of the annual business meeting. Appendixes present the constitution, lists of meeting sites and dates, a map locating institutions represented by members, a list of members, and a list of ERIC document numbers for past proceedings of the CPTSC. (RS)

ED 361 835 EA 025 175

Stone, Calvin R.
School Community Collaboration: Comparing Three Initiatives. Brief to Policymakers, No. 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 7p.; For related document, see ED 358 549.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Attendance; Collegiality; *Cooperative Programs; *Decentralization; Delivery Systems; Elementary Secondary Education; Health Services; *Partnerships in Education; *School Community Relationship; *School Restructuring; Social Services

IDENTIFIERS- *San Diego Unified School District CA; Systemic Change

As part of a decentralization effort, San Diego schools are developing various community partnerships and joining with other agencies to share the resources of school, community, social service, and health providers. Interagency collaboration may result in a more integrated, coherent service delivery to an increasingly diverse student population. This brief identifies and compares three initiatives: interagency collaboration at the executive level, collaboration among front-line professionals, and collaboration directly with community members. Since 1988, San Diego agency heads have been cooperating to develop a fundamentally new system for providing educational, social, and health support services. The result is Hamilton Center, a separately administered, professionally staffed demonstration service center on the grounds of an elementary school. Another collaborative with major strength in building linkages among front-line professionals is the Crawford Cluster Connection, initiated when 12 area principals were asked for ideas to increase student attendance. The group focused on community and family conditions associated with poor school attendance and developed resource-sharing plans to tackle this problem. Collaboration with parents at a school located in a desperately poor neighborhood produced an "unofficial" preschool program staffed by multilingual paraprofessionals and parent volunteers. Ideally, communities should encourage and integrate all three collaboration levels to maximize strengths and counter limitations. (MLH)

ED 361 915   EA 025 322

Enz, Billie J.; Searfoss, Lyndon W.
Who Evaluates Teacher Performance? Mismatched Paradigms, the
  Status Quo, the Missed Opportunities.
PUB DATE- Apr 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Elementary Secondary
  Education; Evaluation Criteria; Evaluation Problems; *Holistic
  Approach; *Holistic Evaluation; *Integrated Activities;
  *Measurement Techniques; Teacher Administrator Relationship;
  *Teacher Evaluation

This paper presents findings of a study that examined teachers' and parents' attitudes toward teacher evaluation, particularly in regard to the usefulness of instruction-based instruments to measure holistic, integrated classroom practices. A pilot teacher assessment instrument was developed and field-tested at seven schools in which holistic methods were practiced. Interviews were also conducted with 10 elementary school principals and 9 teachers who had established holistic, integrated practices. Findings indicate that although the principals endorsed holistic, integrated practices, they were reluctant to alter the status quo of using a direct instruction-based evaluation instrument. Teachers who were evaluated by principals unfamiliar with holistic instruction expressed frustration and disappointment, viewing their principals' observations as missed opportunities for both teachers and administrators. A conclusion is that the teacher-evaluation instrument is much less important than the processes of negotiation and collaboration between teachers and administrators. The teacher evaluation instrument should be collaboratively developed; negotiated by participants for agreement of form and content; controlled by participants for shared decision making in how the instrument is used; able to assess the complexities of holistic, integrated classrooms; learning-centered; revised as participants change and grow; and used to foster collegial interchanges. (LMI)

ED 361 935 EC 302 402

Stuntzner-Gibson, Denise; And Others
Developing and Maintaining Mutual Aid Groups for Parents and Other Family Members: An Annotated Bibliography.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 90
NOTE- 50p.; A product of the Families as Allies Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Advocacy; Annotated Bibliographies; Delivery Systems; *Disabilities; Group Counseling; *Group Dynamics; Group Membership; Parent Associations; *Parent Attitudes; *Parent Counseling; Parent School Relationship; Parent Workshops; Participant Characteristics; *Self Help Programs; *Social Support Groups
IDENTIFIERS- Parent Empowerment

This 60-item bibliography, a compilation of abstracts of books, articles, handbooks, conference proceedings, and newsletters published from 1978 through 1989, addresses various aspects of groups, programs and other self-help resources for parents and other family members of people with disabilities. Literature in

the first section provides guidelines for group advocacy and working effectively within existing service delivery systems. The second section identifies resources concerned with key factors in group success or failure, the importance of clear communication, and several specific types of self-help groups. Section 3 focuses on parent empowerment in group leadership, providing advice for professionals working with parent support groups and discussing relations between parents and professionals in such groups. The role of professionals as consultants, sponsors and liaisons to support groups is explored in the resources listed in Section 4, with an emphasis on the importance of equality and mutual self-respect between self-help consumers and professionals. Much of the literature cited in the fifth section consists of research articles regarding parent support groups, including findings from evaluations of group effectiveness and descriptions of the parent mutual aid process. A final section covers effects of group participation, members' reasons for seeking support, and members' perceptions of help received from group involvement. (PB)

ED 361 616   CG 025 011

Youth & Alcohol. Selected Reports to the Surgeon General.

PUB DATE- 93
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Drinking; Secondary Education; Secondary School Students; *Youth Problems

This document is a collection of reprints of several reports presented to the Surgeon General of the United States by the Inspector General of the Department of Health and Human Services. The reports contain much information that is useful to educators and others who develop or implement school-based alcohol and other drug prevention programs. They outline the magnitude of the problem of underage alcohol use, discuss laws governing alcohol use by students, and provide insight into youths' attitudes about alcohol. Included are these reports: (1) "Dangerous and Deadly Consequences" from the report "Youth and Alcohol: Dangerous and Deadly Consequences" (April 1992); (2) "Drinking Habits, Access, Attitudes, and Knowledge: A National Survey" from the report "Youth and Alcohol: A National Survey" (June 1991); (3) "Drinking and Crime" from the report "Youth and Alcohol: Drinking and Crime" (April 1992); (4) "Laws and Enforcement" from the report "Youth and Alcohol: Laws and Enforcement: Is the 21-Year-Old Drinking Age a Myth?" (September 1991); and (5) "Compendium of State Laws" from the

ED 361 698 CS 213 991

Oliver, Eileen
Destroying the Stereotypes: Multicultural Literature for Students in the Mainstream.
PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (82nd, Louisville, KY, November 18-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Enrichment; Ethnic Groups; Higher Education; *Literature Appreciation; *Multicultural Education; Secondary Education; Secondary School Students; Stereotypes
IDENTIFIERS- Cultural Sensitivity; Ethnic Literature; *Multicultural Materials

According to "Time Magazine," "by 2056...the 'average' U.S. resident...will trace his/her descent to Africa, Asia, the Hispanic world, the Pacific Islands, Arabia--almost anywhere but white Europe." Unfortunately multiculturalism has often been the focus of discussions concerning the problems it causes rather than the number of possibilities for enrichment that such diversity promises. Multicultural literature provides students from a variety of ethnic, cultural, and racial groups with a center to build upon, enriching and inspiring their own experiences. The most commonly acknowledged reason for incorporating multicultural literature into the mainstream is its social significance: students experience vicariously the lives of others and thus learn more about the world. An even more important reason is that students should not be deprived of great works of art. For these and other reasons this literature should not be ghettoized. African American literature should not be confined to February's Black History Month, or Latin Literature to "La Raza" week. Examples of titles, class projects, and successful programs demonstrate how multicultural literature can be incorporated into the mainstream of what is being taught. (NH)

ED 361 854 EA 025 231

LaManque, Andrew S.
An Historical Clarification of the New York State Small City School District Budget Voting Policy Debate.
PUB DATE- Apr 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgets; *Educational Economics; Educational Finance; Elementary Secondary Education; Local Issues; Public Opinion; School Districts; *School District Spending; State Legislation; Tax Allocation; *Tax Effort; *Voting
IDENTIFIERS- *New York; *Small Cities

This paper traces the historical development of New York State Small City School District (SCSD) school budget voting policy. State policymakers are currently debating whether to change from representative to referendum school budget voting in SCSDs. Following a historical analysis of the current debate, the argument is made that there no longer seems to be a solid rationale for continuing a separate budget voting policy for independent SCSDs and other independent noncity school districts. The recommendation is made that state policy on school budget voting, whether representative or referendum, should be the same in all independent school districts. (Contains 17 references.) (LMI)

ED 361 503 CE 064 438

Sivin-Kachala, Jay P.; Bialo, Ellen R.
Software for Adult Literacy: Scope, Suitability, Available Sources of Information, and Implications for Federal Policy. Final Report, Adult Literacy and New Technologies: Tools for a Lifetime.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Jun 92
NOTE- 155p.; For related documents, see CE 064 323 and CE 064 432-437.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Computer Software; *Computer Uses in

Education; Decision Making; Educational Policy; Federal Government; *Government Role; Government School Relationship; *Information Sources; *Instructional Effectiveness; Media Selection; Public Policy

This document, prepared for an ongoing assessment on adult literacy and new technologies, reports on a study that examined the scope and suitability of software for adult literacy programs, available sources of information concerning software use in adult literacy programs, and the implications for federal policy. First, a quantitative analysis of the distribution of the available supply of software for adult literacy with respect to subject, adult literacy submarket, type, price, computer brand, other hardware issues, and copyright date was performed. Next, detailed surveys and follow-up interviews were conducted with 33 adult literacy provider organizations throughout the United States for the purpose of assessing the suitability of the existing supply of software for different adult student populations. The needs of software acquisition decision makers, the type of information actually provided by different sources, and the accessibility of each source were examined in an overview of sources that provider organizations consult for information about software. The study findings were synthesized into six recommendations regarding the federal government's role with respect to technology for adult literacy. The following materials are appended: 19 figures and 18 tables detailing the scope of the current supply of adult literacy software; a list of participating adult literacy provider organizations; the provider organization survey and interview forms; and a list of highly recommended stand-alone software products. Contains 17 references. (MN)

ED 361 580 CE 064 586

Industrial Education. Vocational Education Program Courses

Standards.

PUB DATE- Jul 93
NOTE- 1,580p.; Update of ED 358 264.
LANGUAGE- English
EDRS Price- MF13 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Exploration; *Course Content; Course Descriptions; *Job Skills; Postsecondary Education; Secondary Education; *Skilled Occupations; State Curriculum Guides; *State Standards; *Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level in Florida. Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each outcome. Program and course standards are based on competencies required for entry, advancement, and upgrading in occupations covered by courses in industrial education. Course content includes the following topics, among many others: journalism, automotive mechanics, drafting, masonry, air conditioning and heating service, air traffic control, auto body repair, barbering, barge and boat operation, cabinetmaking and millwork, commercial art, commercial photography, sheet metal work, television production, welding building construction technology, carpentry, clock and watch repair, commercial art, drafting, diesel engine mechanics, cosmetology, electronic technology, industrial machinery maintenance and repair, instrument repair, jewelry manufacturing and repair, office machine maintenance, meat cutting, multimedia technology, printing and graphic arts, plumbing, bus driver training, tile setting, upholstery and furniture refinishing, and vending and recreational machine repair. (KC)

ED 361 638   CG 025 033

Deaton, Bob; Morgan, Dan
Managing Death Issues in the School. Monograph Series No. 1.
SPONS. AGENCY- Office of Elementary and Secondary Education,

Washington, DC. School Improvement Programs.
PUB DATE- 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Crisis Intervention; *Death; Elementary Secondary Education; *Grief; Prevention; Program Development; *School Role; *Self Destructive Behavior; Student Behavior; *Suicide

Many schools have been dealing with youth suicide and other death-related issues. From the experiences of the schools and other community organizations have emerged workable practices and procedures which can be implemented for general use. Schools can now develop and implement comprehensive plans to deal with death issues using a variety of resources. Experience indicates that the school's plan must incorporate policies and procedures dealing with the three components of prevention, intervention, and postvention activities. The 7-part document presents guidelines which have been developed to assist schools in creating such plans. Part I explains the causes of youth suicide and suicide's connection with high-risk, self-destructive behaviors. Part II presents considerations for planning school guidelines. Part III discusses implementation for prevention, intervention, and postvention activities. Part IV describes the training plan. Part V discusses collaboration between the school and other groups. Part VI presents a content summary and Part VII provides a list of 39 practical and readily available resources. Over half of the document consists of appendices which present a variety of materials on legal and administrative issues, prevention, intervention, postvention, and teenage suicide. (NB)

ED 361 718 CS 214 012

Dumas, Bethany K.
Exploiting the Theme Vault: Or, Learning from Everybody's Mistakes.
PUB DATE- 93
NOTE- 12p.; Revised version of a paper presented at the Meeting of the South Central Modern Language Association (1979).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Departments; Higher Education; *Linguistics; Secondary Education; Semantics; Syntax; Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- Educational Issues; *Stylistics

Many English handbooks and "grammars" fail to offer sound advice to writers about matters of exactness in diction and precision in sentence structure. A gap between linguists and English teachers, the literary bias of most graduate departments of English, and a national obsession with the all-powerful capabilities of common sense, have allowed a fundamentally anti-intellectual situation to develop. Notions of exactness in diction--an important matter of semantics--tend to be articulated in vague terms in recent editions of popular handbooks and writing guides. Few handbooks recognize the fact that stylistic and/or semantic difficulties are bound up with syntactic difficulties. They also fail to discuss what appears to be the incorrect use of connectives that represent, in reality, failure to use the sentence rather than the clause as a unit of composition. What appears to be a structural problem (that of inappropriate yoking of clause information) is often also a semantic problem. Clearly, this type of linguistic analysis offers insights that are germane to the teaching of composition. (NH)

ED 361 875 EA 025 255

Grosin, Lennart
School Ethos and Pupil Outcome: Research Findings and Some Theoretical Considerations.
PUB DATE- Apr 85
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Educational Environment; *Educational Objectives; Effective Schools Research; Elementary School Students; Elementary Secondary Education; Foreign Countries; *School Effectiveness; Secondary School Students; *Socioeconomic Influences
IDENTIFIERS- *Sweden

Research during the 1960s and early 1970s suggested that the different outcomes of schooling for different students were due to factors outside the school. There was no consensus among the researchers over which factors outside the school had the greatest effect on student achievement. Swedish educational research has made many important contributions within the frame-factor theory. The research has stressed economic, cultural, and organizational factors as well as genetic and social conditions as having important influences on achievement. Much American and English research within the past 15 years has focused on the influence of school climate on student achievement. Questions concerning school climate and social relations between teachers and students have also been studied by Swedish researchers, but from narrow and different perspectives. Research about effective schools brings up theoretical questions such as why differences in school climate lead to different student outcomes. Any effort to develop methods to describe the pedagogical and social climates in Swedish schools as well as the connections between climate and student outcomes cannot rely totally on former research. (Contains 56 references.) (JPT)

ED 361 895   EA 025 284

Snyder, Jon
School Self-Studies: Respecting the Context of Schools.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Environment; Educational Assessment; *Educational Environment; Elementary Education; *Institutional Evaluation; *Institutional Mission; *Nontraditional Education; Organizational Climate; Outcomes of Education; Public Schools; *Self Evaluation (Groups)
IDENTIFIERS- New York City Board of Education

This paper describes fourth-year outcomes of the Brooklyn New School (BNS), a parent/staff-run alternative public elementary school located in Brooklyn, New York's Community School District #15. The BNS used a self-study process, in which an external researcher collected school data through document analysis, interviews, and participant observation. A draft of the evaluation was rewritten and edited by BNS faculty and staff. The school community goals were to: (1) provide a secure emotional and physical environment; (2) provide an academic curriculum that creates students who are able to face the challenges and problems of life; (3) provide a social curriculum where all are treated with trust and respect, and all value, appreciate, and utilize diversity; and (4) create a small democratic community center where all are equal partners in the learning process. The process offered suggestions for ways of thinking about school goals, provided a different lens on the structures and processes in place to meet those goals, validated existing and invented new school-assessment practices, and proved and improved the effectiveness of safeguards and incentives. In conclusion, self-studies, collaboratively undertaken by insiders and external friendly critics, can serve as starting points for discussion among all members of the school community, as accountability reports to the district and/or state, and as documentation of successful practices. (LMI)

ED 361 485 CE 064 390

Vocational Education in Prisons: An Investment for Yesterday's At-Risk Youth. Evaluation Report.
PUB DATE- 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Adult Vocational Education; *At Risk Persons; Coordination; *Correctional Education; *Educational Needs; Educational Opportunities; Needs Assessment; Policy Formation; *Prisoners; Program Costs; Public Policy; Secondary Education; State Programs; *Statewide Planning
IDENTIFIERS- *Texas

The provision of secondary vocational education to adult offenders in the Texas state prison system was assessed. Discussions held with inmates established that most adult inmates are former at-risk youths who eventually dropped out of high school and who have low self-esteem and poor morale because of their frustrating educational experiences. The educational needs of the study population were assessed within the framework of existing educational programs within Texas' prison system, access to vocational education in prisons, and coordination of vocational education policy in the state's correctional school districts. Eight recommendations were as follows: (1) develop a comprehensive long-range plan; (2) expand existing lab space; (3) establish regional education centers to serve the prison system; (4) design and implement a follow-up system to track employment and recidivism rates of vocational education certificate holders; (5) develop a more systematic process for placing inmates in vocational education; (6) establish a system for integrating vocational education and prison jobs; (7) allow Foundation School Fund allocations for vocational education for inmates who graduated from high school; and (8) shift authority for exceptions to the one-vocational-course rule to principals and regional supervisors. (Appendixes contain topics for future study, funding categories, estimated costs for a correctional vocational-technical center, and a description of the services offered by the New Vision Chemical Dependency Treatment Facility in Kyle, Texas.) (MN)

ED 361 541 CE 064 513

Garing, Kelli; And Others
A Guide to Resources on the School-to-Work Transition. Facts, People, Programs, and Information Sources.
PUB DATE- Jul 92
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Books; Computer Software; *Educational Resources; *Education Work Relationship; Instructional Materials; Learning Resources Centers; Library Materials; Postsecondary Education; *Program Descriptions; *Program Development; Publications; *Resource Materials; Resource Staff; *School Business Relationship; Secondary Education; State Legislation
IDENTIFIERS- *Indiana Youth Institute

This document lists some of the resources available on the issue of the school-to-work transition. Many of the selected items are available from the Indiana Youth Institute (IYI). The first of four sections summarizes facts about the school-to-work transition, including the transition itself, youth labor and tax laws, and legislation enacted in Indiana in 1992. The second section profiles people and programs, including 47 programs in Indiana and the nation, 16 organizations, and 11 resource people. In the third section, the following information sources are listed: a bibliography of 14 materials from Indiana sources; 39 national publications available from the IYI; a list of 14 school-to-work transition periodicals; and a list of 8 transition software programs and databases. The final section contains these other resources: an order form from the Indiana College Placement and Assessment Center, a list of 11 IYI publications, a list of 31 IYI bibliographies, and a form for facsimile transmission of comments from users of the guide to the resource center. (KC)

ED 361 560 CE 064 550

Cockrum, Jim
Principles of Marketing. A One-Semester Cluster Course for Marketing Education. Curriculum Guide.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 92
NOTE- 102p.; For related documents, see CE 064 548-552.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Competence; Course Content; Course Descriptions; *Educational Planning; Educational Resources; High Schools; *Marketing; *Salesmanship; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Texas

This curriculum guide was developed to help teachers use the new textbook adopted by Texas in 1991-92 for teaching the 1-semester Principles of Marketing course. The guide is organized in four sections. The first section contains information on using the curriculum guide, including an overview, sample lesson plans and other worksheets, suggestions for adapting instruction for special needs students, and information on the Texas teacher appraisal system. Section 2 contains the following materials for developing a scope and sequence: a description of the text and supporting materials, correlations of specific essential elements of the curriculum to the text, assignments correlated to essential elements, resource materials, overview of a recommended scope and sequence, and worksheets for planning a scope and sequence. The third section contains instructional planning sheets based on chapters, with elements, comments, chapter goals, and subheads. The fourth section contains individual planning sheets for each essential element and its subelements. Specific chapters and objectives are cited for each subelement. Planning sheets include comments on chapters, indicators of chapter content, suggested related materials, content, and assignments. (KC)

report "Youth and Alcohol: Laws and Enforcement: Compendium of State Laws" (1991). (NB)

ED 361 617 CG 025 012

Koopmans, Matthijs
Family Dysfunction and Teenage Suicide Attempts.
PUB DATE- 12 Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Case Studies; Conflict Resolution; *Family Life; *Family Relationship; *Parent Child Relationship; *Suicide; *Youth Problems
IDENTIFIERS- Dysfunctional Family

One of the most persistent findings in the literature on suicidal behavior in adolescence is its association with the characteristics of the adolescent's family. Although empirical work clearly indicates that the family is a critical variable to consider in the study of teenage suicidal behavior, it is less clear how particular family features contribute to suicidal behavior. Three major explanations have been formulated in the family systems literature about the linkage between family factors and the adjustment of individuals: (1) Minuchin and Fishman's contention that the transgression of boundaries in the family leads to a strong effective response on the part of individual family members; (2) Bateson's work on schizophrenia that claims schizophrenia may be partly due to prolonged exposure to double bind interactions; and (3) the view that confusion of family roles associated with kinship leads to psychopathological development (Koopmans, 1992). This paper discusses the possible applicability of these three explanations to the families of teenagers who attempted suicide. Two case discussions are presented to illustrate how the three perspectives connect family characteristics to suicidal behavior. The analysis of the case discussions suggests that boundary transgression, confusion of family roles, and double bind interactions may be interrelated features in the families of teenage suicide attempters. (NB)

ED 361 659 CS 011 394

Radencich, Marguerite C.; And Others
A Handbook for the K-12 Reading Resource Specialist.
PUB DATE- 93
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; Program Development; *Reading Instruction; *Reading Teachers; *Resource Staff; *Resource Teachers; Staff Development; Student Evaluation; *Teacher Role
IDENTIFIERS- Reading Motivation; School Culture

Noting that reading specialists are transforming themselves from remedial reading tutors into schoolwide resource specialists, this guidebook recognizes the need to deal with both process and content within this challenging role. Chapters in the book are: (1) Getting Started; (2) Developing the School Program from September to June: (3) Developing Communication Techniques; (4) Becoming a Change Agent; (5) Reading and the Total School Environment; (6) Structuring Programs; (7) Assisting Teachers with Teaching and Learning Strategies; (8) Analyzing Instructional Materials; (9) Assessing Student Performance; (10) Implementing Motivational Reading/Writing Programs; and (11) Providing Staff Development and Renewal. Five appendixes (Communication Tools; Instructional Aids; Tools of the Trade; Evaluation/Assessment Tools; and Supervising Reading Resource Specialists) and an index are attached. Contains 315 references. (RS)

ED 361 738 CS 214 033

Bodle, John V.
Why Newspaper Advisers Quit.
PUB DATE- Aug 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Faculty Advisers; Higher Education; *Job Satisfaction; Professional Recognition; *School Newspapers; Teacher Morale; Teacher Response
IDENTIFIERS- *Advisor Role; *Faculty Attitudes; Journalism Research

The study described here identified and quantified the primary reasons why college or university student newspaper advisers quit. Members of College Media Advisers, a national organization of college and university advisers, were sent surveys. A total of 233 of 449 members returned the surveys, for a response rate of 52%. Respondents indicated that there were many contributing factors: (1) 93.5% said they enjoyed advising, and 94.5% said they enjoyed classroom teaching; (2) 21% said they wanted to leave advising for classroom teaching; (3) 25.8% said that tenure was more difficult for an adviser to receive than for classroom teachers; (4) 56.1% said they had lower status than classroom teachers; (5) many advisers believed other journalism faculty members were paid more for the same education level (43.9%) or professional experience (41.9%); (6) while more than half (53.1%) of respondents said they were best prepared by their professional experience (versus academics), one-fourth (26.2%) had two years or less of it; and (7) while 14.2% had been asked in the last year not to publish an article, only 4.3% complied. Findings suggest that newspaper advisers enjoy the work, but they seek parity with classroom teachers on issues of status, compensation, and tenure. (Nineteen tables of data and 34 notes are included.) (RS)

ED 361 797 CS 508 309

Keyton, Joann
Situation Comedies in the Group Communication Classroom.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; Communication Skills; *Group Behavior; Group Dynamics; Higher Education; Television Research; Television Viewing; Undergraduate Students
IDENTIFIERS- Communication Behavior; *Situation Comedies

Students are exposed to group interaction long before they reach the college classroom through their living, social, and educational groups. As a result, they bring preconceived notions about group interaction effectiveness. Students also receive a great deal of exposure to group interaction from television. Situation comedies, students' favorite television format, rely heavily on group interaction. A study explored the televised group interaction prototype by: (1) examining the similarities and differences between what is taught as group communication and what is seen as group interaction on television; (2) reviewing data from college-age television viewers for evidence of television's effect; and (3) describing how televised group interaction can be used in teaching group communication. The 250 participants in the study were enrolled in basic public speaking classes at a medium size private southern university. Students were randomly scheduled to viewing times and either watched an episode of "Cheers" or "The Golden Girls." Results indicated that: (1) subjects reported seeing a good deal of group interaction that is realistic with similarities to real life groups; (2) the relational group interaction on "The Golden Girls" was rated more like the interaction of real groups than the problems solving group interaction on "Cheers." Findings suggest that students may place primary emphasis on relational needs in their groups, which may be the reason the students are dissatisfied with their task groups. (One table of data is included; an appendix listing aspects of interaction type analysis is attached. Contains 30 references.) (Author/RS)

ED 361 817 CS 508 329

Hardenbergh, Margot

Gaining Media Attention in the Changing Media Environment: A Case Study.

PUB DATE- 2 May 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 29-May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agenda Setting; Case Studies; Ethics; *Mass Media; Mass Media Effects; *Mass Media Role; Media Research; News Reporting; Research Needs
IDENTIFIERS- Connecticut (New Haven); Journalism Research; Local Television Stations; Media Coverage

The media's use of videotaped 1992 New Year's greetings to President George Bush (taped by several people in front of a life size image of the president from his college days) raises questions of the media's diversity, ethics, and agenda setting. A New Haven television station reported on the activity as one of many taking place that night. Ten days later, portions of the tape had been shown on many television network news feeds, written up in newspapers nationwide, and served as a vehicle to bring a national news program to interview some of the participants. It is ironic that as much as the media attempt to go to the wider public, they have to rely on those stories that are easiest to get. All media outlets went to the same source for the videotape of the event. Ethical issues involved payment for the videotape, requested embargoes on the story, and the use of private media for public consumption. Media hype fulfilled its own needs, feeding on itself and almost going around in circles. This case indicates, on the one hand, that the media continue to provide little diversity, they continue to be dominated by the national print media, and they do not always act ethically. On the other hand, the case indicates that the media are seeking diversity, they are attempting to be processors and put the news into a context, and they are attempting to act ethically. As the media environment continues to change, there is a critical need to research the relationships among the media. Continuous study is needed to add to an understanding of how the media set their agenda. (RS)

ED 361 855   EA 025 252

LaManque, Andrew S.

The Extension of Referendum Budget Voting to New York State Small City School District Residents: Arguments, Research, and Policy Recommendations.

PUB DATE- Apr 93

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Budgets; Community Action; *Educational Economics; Elementary Secondary Education; *Local Issues; Public Opinion; School Districts; *School District Spending; *Voting

IDENTIFIERS- *New York; *Small Cities

This paper reviews the New York State Small City School District (SCSD) school budget voting policy debate. State policymakers are debating whether to change from representative to referendum school budget voting in the 57 SCSDs. After examining the arguments, recent research, and possible costs and benefits of referendum budget voting, three possible scenarios are discussed. Based on economic and historical considerations, the recommendations are made that SCSD residents be allowed to vote on school budgets, as long as contingency budget reform for all fiscally independent school districts occurs at the same time. Four suggestions are offered to streamline the referendum process, which will reduce costs: (1) include only nonmandated expenses on the ballot; (2) standardize referenda across districts; (3) prohibit multiple revotes; and (4) explicitly define "mandated program" (a responsibility of the Department of Education). (LMI)

ED 361 916   EA 025 330

Sclan, Eileen Mary

The Impact of Perceived Workplace Conditions on Beginning Teachers' Work Commitment, Career Choice Commitment, and Planned Retention.

PUB DATE- Apr 93

NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; *Career Choice; Educational Environment; Elementary Secondary Education; Employment Patterns; Faculty Mobility; *Organizational Climate; Teacher Morale; *Teacher Persistence; Teaching (Occupation); *Teaching Conditions

Findings of a study that determined factors of beginning teachers' work and career choice commitment and retention are presented in this paper. The data consisted of a nationally representative sample of first-year K-12 public and private, full- and part-time teachers derived from the 1987-88 Schools and Staffing Survey (SASS). The final subsample consisted of 561 first-year teachers. Regression analysis was conducted to determine the relationship between several independent variables and three dependent variables--work and career-choice commitment and planned retention. Overall, findings support the hypothesis that teachers' perceived and actual workplace conditions are strongly related to their work commitment, career-choice commitment, and planned retention. This is especially true with respect to perceived school/leadership culture and perceived teacher autonomy/discretion. To help retain beginning teachers, it is recommended that school systems provide collaborative and supportive school leadership, increase teacher participation in decision making, and provide opportunities for new teachers to participate in professional development schools. (LMI)

ED 361 936 EC 302 403

Friesen, Barbara J.; Schultze, Kathryn H.

Parent-Professional Collaboration Content in Professional Education Programs: A Research Report.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 92
NOTE- 67p.; A product of the Families as Allies Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Development; *Disabilities; Educational Innovation; Higher Education; National Surveys; *Parent School Relationship; *Parent Teacher Cooperation; *Preservice Teacher Education; Social Work; Special Education

This report describes materials identified during a study of professional training curricula in schools of social work, psychiatric nursing, clinical psychology, special education, and child psychiatry throughout the United States. The purpose of the project was to locate innovative course curricula and other materials designed to promote parent-professional partnerships on behalf of children with severe emotional disturbances and other disabilities. After an initial survey of deans of such programs to locate faculty currently working with such curricula, responses from 71 faculty members provided the descriptions of programs, individual courses, and in some cases published materials that make up the bulk of this bibliography. The materials identified are presented in five sections headed, respectively, Medicine, Social Work, Nursing, Psychology, and Special Education, and names and addresses of respondents are provided to facilitate direct contact by interested readers. Some respondents also sent copies of articles and papers related to parent-professional partnerships; these citations are listed at the end of each section. An appendix lists respondents by state. (PB)

ED 361 955 EC 302 424

Silverman, Linda Kreger, Ed.
Understanding Our Gifted. Volume 5, Issues 1-6, September 1992-August 1993.

PUB DATE- 93
NOTE- 122p.; For volume 4 issues, see ED 349 735.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Ability Identification; Acceleration (Education); *Child Advocacy; Child Rearing; *Educational Philosophy; *Educational Practices; Elementary Secondary Education; *Gifted; *Home Schooling; Hyperactivity; *Parent Role; Preschool Education; Sciences

The six issues of this newsletter have the following themes: (1 home schooling, (2) promising practices, (3) parent advocacy, (4) the young gifted child, (5) "being out of sync," and (6) philosophy of giftedness. Major articles include the following: "Homeschooling for Gifted Primary Students" (Patricia Linehan); "Learning to Fly: A Home Schooling Retrospective" (Elye Alexander); "Promising Practices for Talented Children" (Ann Robinson); "Acceleration across the Pyramid" (Ellie Schatz); "The Quandary in the Question: 'What Is the Best School for the Gifted?'" (Ellen D. Fiedler); "Enlightened Advocacy: Developing a Vision for Life" (Joan Franklin Smutny); "Parent Advocacy: Nuts and Bolts--And Tools" (Dorothy Knopper); "How Parents Identify Giftedness in Young Children" (Barbara Louis); "Preschools for the Gifted: What To Look For" (Lisa Wright); "Are We Mislabeling Overexcitable Children?" (Sharon Lind); "Square Pegs in Round Holes: Gifted Kids Who Don't Fit In" (Ellen Fiedler); "Reexamining the Foundations of Giftedness" (Richard W. Ronvik); "Giftedness and 'The New Philosophy of Science'" (James H. Borland); and "Imposing Order on Chaos: A Theoretical Lexicon" (Martha J. Morelock). In addition, each issue contains regular features addressing parenting issues, instruction, issues related to the highly gifted, recommended books for gifted children, development of creativity, and current developments in gifted education. (DB)

ED 361 975 EC 302 446

Special Education in Malta: National Policy = L-Edukazzjoni Specjali f' Malta: Policy Nazzjonali.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English; Maltese
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110),Numerical/Quantitative Data (110)
DESCRIPTORS- Consultation Programs; *Disabilities; Educational Opportunities; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Parent Rights; Public Policy; *Special Education; Special Schools; Student Rights
IDENTIFIERS- *Malta

This flip publication, with the text appearing in both English and Maltese, outlines the right of every citizen of the Republic of Malta to receive education and instruction, the parents' right to choose special education for their child, and the State's duty to provide special schools for students needing them. The Special Education Unit of the Maltese Education Department provides the following services: counseling; home services; special schools for students with mild learning disability, severe learning disability, physical disabilities, hearing impairments, emotional disability, visual impairments, and both visual and hearing impairments; and support services in regular schools including peripatetic teachers, kindergarten assistants, and remedial services. Proposals for education and training related to equalization of opportunities for disabled persons are presented. Educational policies are noted, in the following areas: the right to an education in the least restrictive environment, assessment by a multidisciplinary team including the parents, a range of available services, teacher training, resource centers, parent involvement, vocational and adult education opportunities, physical accessibility of educational facilities, and funding. A series of eight graphs presents statistical data related to special education. (JDD)

ED 361 996 FL 021 275

O'Baoill, Donall P., Ed.
TEANGA: Journal of the Irish Association for Applied Linguistics, 1979-1993.
PUB DATE- 93
NOTE- 1,437p.; Since 1991, also subtitled "The Irish Yearbook of Applied Linguistics." Occasional pages of broken type.
LANGUAGE- English; Irish; French
EDRS Price- MF11/PC58 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; *Irish; *Language Research; *Linguistic Theory
IDENTIFIERS- Canada; Ireland; Newfoundland; Simplification (Language); United States

This document consists of a complete run of the thirteen issues of "TEANGA" published since its inception in 1979 through 1993. Typical article topics include: linguistic research approaches and methodology; interlanguage, language transfer, and interference; second language instruction; language testing; language variation; discussion of specific languages and language patterns (Irish, English, English as a Second Language, Esperanto, French, and German); language acquisition; second language learning; speech pathology and therapy; parent role in language learning; child language; language curriculum and curriculum development; language error patterns; bilingualism and multilingualism; bilingual education; medium of instruction; language laboratories; phonology and phonetics; classroom teaching techniques and teaching styles; vocabulary and vocabulary development; native language instruction; reading instruction; translation; gender and language; and learner characteristics and attitudes. Book reviews are included in some issues. (MSE)

ED 362 017 FL 021 453

Fagan, Barbara
Arlington: My New Home.
PUB DATE- 91
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Classroom Environment; Classroom Techniques; Community; *Community Characteristics; Community Cooperation; Community Resources; Community Services; Cultural Pluralism; Employment; *English (Second Language); Family (Sociological Unit); Geography; Housing; *Immigrants; *Limited English Speaking; *Local Government; Map Skills; Recreational Facilities; Secondary Education; Secondary School Students; Social Studies; Transportation
IDENTIFIERS- *Virginia (Arlington)

The guide integrates social studies content with English language instruction for limited-English-speaking secondary school students. It is intended for new arrivals to Arlington County (Virginia), and provides survival vocabulary and information about the community, while building on students' prior knowledge. An introductory section provides suggestions for classroom instruction with these materials and related materials designed for the same population. Each lesson begins with a concept known to students and outlines language structures to be taught, related readings, targeted study skills, vocabulary, instructional notes, classroom activities, and visual aids or reproducible worksheets to be used to build on that concept. The 17 concepts on which the materials focus include and extend these: We are members of a community (classroom, school, family, and neighborhood); we learn about the physical and social characteristics of a new community by comparing it with the one from which we came; and the local community provides many different services for its members (housing, transportation, recreation, health, government, and others). Emphasis is on reading, writing, speaking, and map skills. (MSE)

ED 362 038 FL 021 502

Baetens Beardsmore, Hugo
European Models of Bilingual Education: Practice, Theory and Development.
PUB DATE- 92
NOTE- 23p.; Paper presented at the Conference on Bilingualism and National Development (Darussalam, Brunei, December 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Comparative Analysis; Comparative Education; Educational Trends; Elementary Secondary Education; Foreign Countries; *Immersion Programs; *Language of Instruction; *Language Proficiency; Literacy Education; Models; *Multilingualism; Program Descriptions; Program Design; *Standards; Teacher Qualifications; Trend Analysis
IDENTIFIERS- Canada; *Europe; Luxembourg

Discussion of multilingual education looks at three European models, each designed for a different population, and compares them with the Canadian immersion model. The models are: (1) trilingual education applied to the entire school population of Luxembourg; (2) multilingual education in the nine-institution, five-city European School network, intended for children of European civil servants; and (3) the Foyer Project in Brussels (Belgium) to enable immigrant populations to benefit from mainstream education in a bilingual city. In each European model, at least three languages are involved. It is concluded that all four models show how different program designs can produce high levels of language proficiency, that such proficiency is tempered by contextual more than program variables, and that the former play a considerable role in determining achievement. Common variables seen as contributing to success include: focus on relevant language input and output; teachers highly proficient in the target language; strong encouragement of parental involvement in and understanding of the specificity of bilingual education; and early emphasis on first-language literacy. A major difference between the Canadian and European models is that in the latter, the target language is taught as a subject prior to its introduction as a medium of instruction, then in parallel. (MSE)

ED 362 060 FL 021 532

Kaufman, Lionel M., Jr.
Students Writing Their Own Tests--An Experiment in Student-Centered Assessment in Two Cultures.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Teacher of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; *Cultural Context; *English (Second Language); Evaluation Methods; Foreign Countries; Language Teachers; Questionnaires; Student Attitudes; *Student Centered Curriculum; *Student Developed Materials; Student Evaluation; Teacher Education; *Testing; Test Items
IDENTIFIERS- *Puerto Rico; *Turkey

A study investigated the usefulness of adopting innovative, student-centered instructional techniques in two traditional but very different cultures, Turkey and Puerto Rico. In each country, the study occurred in a program to train teachers of English as a Second Language (ESL). Using a student-centered approach, trainees learned how to prepare and present a classroom lesson and related test, then provide peer tutoring. Trainees wrote quiz and test items to assess their classmates' comprehension of this material, which were used alongside the teacher's test items. Results from three groups (two groups of ESL teacher trainees, one in each country, and one comparison group of ESL students who were taught using student-centered techniques) were evaluated. Student opinions were also elicited with a questionnaire. Results were mixed, suggesting that student receptiveness to innovative approaches is culturally conditioned. Further research is recommended before new teaching and testing methods, even those found to be effective and successful in other contexts, are implemented. (MSE)

ED 362 080   HE 026 688

Johnson, R. Scott
Female and Male Faculty: Expectations and Interpretations of Presidential Leadership in a Research University.
PUB DATE- 15 Apr 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Administrator Role; College Administration; College Faculty; *College Presidents; Decision Making; Higher Education; Interviews; *Leadership Qualities; Leadership Styles; Research Universities; *Sex Differences; *Teacher Attitudes; Women Faculty

This study examined what men and women faculty members expect o university presidential leadership, whether men see leadership in terms of authority and hierarchy and whether women look more for community. Using an analysis of discourse, the study interviewed 30 faculty members at a public, research university in the western United States. The university's president was male and new to the university although this was his third presidential position. The participants all thought that the most important quality a president needs is vision. In addition both male and female faculty viewed the ability to communicate and to interact with a variety of funding sources as a critical skill for a president. Other skills and qualities sought by faculty in a president were fostering collegiality in relations between faculty and president through shared scholarly experience and achievement as well as an ability to make decisions, particularly difficult budgetary ones. Though faculty wanted a significant voice in governance and preferred decisions reached via consensus, faculty also advocated the need for strong leaders to make the tough decisions. Overall, no significant differences were found between male and female faculty members' expectations and interpretations of presidential leadership along gender lines. Contains 24 references. (JB)

ED 362 099   HE 026 707

Carnochan, W. B.
The Battleground of the Curriculum - Liberal Education and
American Experience.
PUB DATE- 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
Papers/Essays (120),Reports - Descriptive (Program/Project
Descriptions) (141)
DESCRIPTORS- *College Curriculum; Cultural Influences;
*Curriculum Development; *Educational Change; *Educational
History; [illegible]eneral Education; Higher Education; Humanism;
*Libera[illegible]ts; *Politics of Education; Postsecondary Education

This book examines the American experience in liberal education and demonstrates that there has been a "crisis" surrounding the curriculum of the modern U.S. university for the past two centuries. It points out where and how contemporary critics of the curriculum are wrong, historically speaking, and shows how American ideals of "liberal education" are extraordinarily obscure, the product of many different attitudes and historical intentions. The writer selects examples from the history of liberal education ranging from the "battle of the books" between Oxford and representatives of the Scottish Enlightenment at the turn of the 19th-century, to the struggle over "Western Culture" at Stanford University in the early 1980s. Among the other topics considered are the 19th-century debates over religious and secular learning, the origins and inherent contradictions of courses in civics and Western civilization, and programs in the "great books." An appendix contains the text of "Citizenship in a Democratic World" (Edgar Eugene Robinson), a lecture given to entering freshmen at Stanford in 1928. Contains 160 references and an index. (GLR)

ED 362 128 HE 026 726

Statistical Abstract: Higher Education in Alabama, 1992-93. A Planning Document. Data and Reference Information on Alabama's Institutions of Higher Education.

PUB DATE- Jul 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Libraries; College Faculty; Community Colleges; *Degrees (Academic); Demography; *Educational Finance; *Enrollment; Full Time Students; *Higher Education; Medical Schools; Minority Groups; Part Time Students; Private Colleges; Public Colleges; Sex Differences; Tables (Data); Teacher Salaries; Technical Institutes; Tuition; Veterinary Medical Education
IDENTIFIERS- *Alabama

This publication offers statistical information on higher education in Alabama for 1992/93 on enrollment, finances, tuition, faculty salaries, and degrees conferred, and also on academic libraries. The section on enrollment contains 24 tables with information on the following topics: general characteristics; enrollment at all higher education institutions, at public institutions, at public four-year and two-year institutions, at technical colleges, at private colleges, at first professional health sciences institutions, and at institutions of veterinary medicine; full- and part-time enrollments by level and gender and by racial composition at four-year, two-year and private institutions; and full-time-equivalent enrollments at four-year, two-year, and technical colleges. The section on revenues and expenditures offers information on public four-year and two-year institutions and at technical colleges. Six tables on tuition and fees cover graduate, undergraduate, in- and out-of-state students, and students at first professional institutions and technical colleges. Three tables on average faculty salaries give a 5-year summary of full-time public four-year colleges and note gender and rank differences. Tables on degrees conferred cover four-year institutions, less than four-year institutions, baccalaureate and graduate degrees, and percentage earned by women. Information on the network of Alabama Academic Libraries lists information resources, personnel statistics, revenues and expenditures, and services and facilities. (JB)

ED 362 137 HE 026 745

Clark, Kevin A.
The Effects of Feedback on the Problem Solving Ability of Academically At-Risk Students.
PUB DATE- 4 Oct 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Autoinstructional Aids; Comparative Analysis; *Computer Assisted Instruction; Educationally Disadvantaged; *Feedback; Higher Education; *High Risk Students; Instructiona Effectiveness; *Outcomes of Education; *Problem Solving; Programed Instruction; Research; Student Improvement; *Teachin Methods; Undergraduate Students; Undergraduate Study

This report examines the effects of feedback, through the use computer-assisted instruction, on the problem-solving abilities of "at-risk" college students, i.e., students identified as academically disadvantaged. Study subjects were 30 male and female undergraduate students aged 18 to 23 years. The study used two computer-assisted instructional modules and a posttest. Information was presented to the students in sections of five screens of text, followed by five multiple choice questions with four alternatives. This cycle continued for a total of 15 screens of text and 15 questions. The difference between the two instructional methods was the type of feedback (knowledge of correct response or inductive) presented to the learner. The knowledge of correct response (KCR) feedback gave either a "right" or a "no, try again" response to learners, while the inductive feedback provided learners more information or rules leading to the correct answer. The posttest contained 21 questions not previously given in the instructional modules. Findings indicated mean scores for the 21-item posttest of 14.4 for the KCR treatment and of 13.95 for the inductive treatment indicating no performance advantage between the two feedback methods. (Contains 23 references.) (GLR)

ED 362 156 IR 016 312

Cennamo, Katherine S.
Learning from Video: The Influence of Preconceptions on Invested Mental Effort.

PUB DATE- Jan 93
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Research; Educational Technology; *Educational Television; Elementary Secondary Education; Instructional Design; Instructional Effectiveness; *Learning Theories; Literature Reviews; Models; Prior Learning; Research Needs; *Student Attitudes; *Videotape Recordings
IDENTIFIERS- Effort; Student Engagement

A model, derived from the literature, is presented of the influence of learners' preconceptions on the amount of mental effort invested in learning from television. The proposed model suggests that learners' preconceptions are influenced by the characteristics of the media, the characteristics of the task, and the characteristics of the learner. The theoretical and research basis of these proposed relationships is reviewed. In general, research on learners' preconceptions of television and video indicates that learners perceive television as an easy medium, believe that it requires little mental effort, and think that they would learn little from a video-based lesson. However, their preconceptions may change as they become more experienced. Learners appear to make a decision about the difficulty of the task, decide how much effort to exert in processing the lesson, and modify their effort expenditures if characteristics of the lesson differ from those expected. Practical implications of the proposed model for instructional design are considered, and needs for further research are outlined. (Contains 36 references.) (SLD)

ED 362 176   IR 016 332

Knupfer, Nancy Nelson
Channel One: Reactions of Students, Teachers and Parents.
PUB DATE- Jan 93
NOTE- 23p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conferenc Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Broadcast Journalism; Classroom Techniques; Educational Technology; *Educational Television; *News Reporting; *Parent Attitudes; Secondary Education; Secondary School Students; Secondary School Teachers; *Student Attitudes Tables (Data); *Teacher Attitudes; Television Research
IDENTIFIERS- *Channel One; Parent Surveys; Student Surveys; Teacher Surveys

How students, parents, and teachers reacted to the Channel One school news broadcast was studied in eight high schools and seven junior high schools in three school districts. Subjects included 581 teachers, 2,457 students, and 652 parents who were surveyed at the beginning of their experience with Channel One and at the end of the school year. The decision to adopt Channel One had been based on the promise of equipment and cabling rather than a specific curricular need or curricular content. Teachers felt little investment and did not seem concerned about making a serious effort to implement the broadcast in a meaningful way. In some schools, staff believed that school-produced programs and announcements made possible by the system were more valuable than the news program. In general, students at the junior high school level liked the broadcast more than did the high school students, and teachers liked it better than did students. Parents did not seem to know much about Chapter One. Parents and students were more likely to think that the advertisements on Channel One would have adverse effects than were teachers. As teachers and students gained experience, they were less inclined to believe that Chapter One teaches critical consumerism. Experience increased teacher approval of the program, but decreased student and parent approval. Four tables and two figures illustrate study findings. The surveys are also included. (Contains 6 references.) (SLD)

ED 362 195 IR 016 351

Quade, Ann M.

An Assessment of the Effectiveness of a Hypertext Instructional Delivery System when Compared to a Traditional CAI Tutorial.

PUB DATE- Jan 93

NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Authoring Aids (Programing); Business Administration Education; Comparative Analysis; *Computer Assisted Instruction; Educational Media; Higher Education; *Hypermedia; Instructional Design; *Instructional Effectiveness; *Intellectual Property; Intermode Differences; *Learner Controlled Instruction; Teaching Methods; Undergraduate Students

IDENTIFIERS- *Computer Tutors; HyperCard

Differences in traditional student performance measures were examined following a computer assisted instruction (CAI) or a hypertext approach for mastering concepts related to intellectual property (i.e., copyright and patent) law. Seventy-six undergraduate business majors at a midwestern state university received CAI or hypertext instruction. Both the CAI tutorial and the hypertext system were developed using HyperCard and its authoring language. Learner control over the number of informational screens was not found to be a factor in overall performance, and there was no significant difference in the number of subject matter screens viewed by the two treatment groups. Neither treatment was found to achieve a greater measure of learning about intellectual property law. There are indications from the study that ability plays a major role in assessing the effectiveness of a tutorial versus hypertext instructional systems. The tutorial appears most effective for high-ability subjects. Six tables and two figures illustrate study findings. (Contains 14 references.) (SLD)

ED 362 213 IR 016 369

Wilson, Brent G.
Constructivism and Instructional Design: Some Personal Reflections.
PUB DATE- Jan 93
NOTE- 20p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Constructivism (Learning); *Curriculum Design; Educational Philosophy; Educational Research; *Educational Theories; Elementary Secondary Education; Heuristics; Higher Education; *Instructional Design; Learning; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Positivism

Some personal reflections on instructional design and its relation to constructivism are explored. Instructional design in its present form is out of sync with the times in that its orientation, methods, and research base are behavioristic, or positivistic. However, a constructivist theory of instructional design is possible, particularly if constructivism is recognized as a philosophy rather than a strategy. To better fit the needs of practitioners, instructional design theories need to be better grounded in a broad understanding of learning and instructional processes. Generic principles and specific heuristics are needed for dealing with recurring problems and situations in instructional design practice. In addition, instructional design theories need to reflect instructional design as a profession. The theories of instructional design need to be adjusted or replaced with better ones that fit the newer understandings of learning and instruction. (Contains 81 references.) (SLD)

ED 362 231   JC 930 454

Dollieslager, R.; And Others
Exciting Them to Excellence: Publishing Student Work.
PUB DATE- 93
NOTE- 15p.; Paper presented at the Southeastern Conference on English in the Two-Year College of the National Council of Teachers of English (Chattanooga, TN, February 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Computer Uses in Education; *Educational Innovation; English Instruction; Program Implementation; *Student Motivation; *Student Publications; Student Writing Models; Teacher Student Relationship; Two Year Colleges; Two Year College Students; *Writing (Composition); *Writing Processes

Drawing from the personal experiences of faculty members from Thomas Nelson Community College (TNCC), this paper presented by three panel members explores methods of publishing student work, some of the problems and rewards inherent in doing so, and ways in which other composition instructors may provide a broader audience for the writings of their students. First, the experience of one faculty member (Rick Dollieslager) in preparing a student literary publication is related, covering issues including jurying of the pieces, printing, student and faculty responses, and the unwillingness of other faculty members to participate in the process beyond recommending student papers. Other projects discussed include a class-produced newspaper, with students fulfilling the roles of researchers and writers and the instructor acting as manager, and a bi-monthly two-page newsletter reproducing selected student writing assignments. Next, a second faculty member's (Vic Thompson's) experience in the organization of a class periodical is described, highlighting the motivation that students experienced by seeing their work in print and its usefulness as a model for other students. Twelve suggestions for implementing a similar project are also provided. Finally, the development of a weekly classroom newsletter incorporating student assignments is discussed by a third teacher, Christine Pedersen, stressing the benefit of providing a "real" audience for students and presenting seven suggestions for implementation. (ECC)

ED 362 248 JC 930 475

Cohen, Don, Ed.
Standards for Curriculum and Pedagogical Reform in Two-Year College and Lower Division Mathematics. Circulating Draft.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 119p.; Prepared by the Curriculum and Pedagogical Reform in Two-Year Colleges and Lower Division Mathematics Task Force.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *College Mathematics; Community Colleges; *Curriculum Development; Instructional Improvement; *Instructional Innovation; Learning Strategies; *Mathematics Curriculum; Minimum Competencies; Remedial Mathematics; Teaching Methods; Two Year Colleges

Recommending goals and standards to improve mathematics education at the two-year college and lower-division levels, this report focuses on core content themes for developmental mathematics, associate in applied science, and baccalaureate intending programs. Following introductory sections, chapter 2 describes the CORE, or common content themes for the entire mathematics curriculum, indicating that all students should have number sense, symbol sense, spatial or geometric sense, function sense, probability and statistical sense, and problem-solving sense. This section also establishes goals for introductory college mathematics courses, standards for student outcomes, standards for instructional strategies, and guidelines for faculty selection and program assessment. Chapter 3 discusses the goals of developmental mathematics programs, providing guidelines for instructional strategies and student placement, standards for student outcomes, and sample problems to demonstrate the objectives of the standards. Associate of Applied Science (AS) degree programs are the focus of chapter 4, describing CORE goals, instructional strategies, a model AS curriculum, and standards with sample problems, while chapter 5 provides curriculum standards and sample problems for associate programs that lead to a baccalaureate degree. The final chapter outlines procedures for developing these standards for two-year college mathematics and mechanisms to ensure implementation, including regional workshops highlighting examples of change. Includes 26 references. (ECC)

ED 362 268 PS 021 681

Luster, Tom, Ed.; Okagaki, Lynn, Ed.
Parenting: An Ecological Perspective.
PUB DATE- 93
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Rearing; Early Childhood Education; *Ecological Factors; Elementary Secondary Education; *Parent Attitudes; *Parent Child Relationship; *Parent Influence; Parenting Skills; *Parent Role
IDENTIFIERS- Parent Experience

This book examines various aspects of parenting and influences on parents, including such key contexts affecting child development as school, neighborhood, and culture. After a forward by Urie Bronfenbrenner and a preface by Tom Luster and Lynn Okagaki, which together help to introduce the topics to be discussed, the book is divided into nine chapters: (1) "Developmental Origins of Parenting: Personality and Relationship Factors" (Joan Vondra and Jay Belsky); (2) "Development of Parental Beliefs" (Lynn Okagaki and Diana Johnson Divecha); (3) "Adolescent Mothers" (Tom Luster [illegible] Mary Mittelstaedt); (4) "The Influence of Child Temperament [illegible] Characteristics on Parent Behaviors" (Jacqueline V. Lerner); (5) "Parenting and the Marital Relationship" (Robert E. Emery and Michele Tuer); (6) "Parenting and Personal Social Networks" (Moncrieff Cochran); (7) "The Long Arm of the Job: Influences of Parental Work on Childrearing" (Ann C. Crouter and Susan M. McHale); (8) Neighborhood and Community Influences on Parenting" (James Garbarino and Kathleen Kostelny); and (9) "Multiple Influences on Parenting: Ecological and Life-Course Perspectives" (Tom Luster and Lynn Okagaki). Each chapter contains several pages of references. (MDM)

ED 362 288 PS 021 713

Reynolds, Arthur J.
Effects of a Preschool Plus Follow-on Intervention Program for Children at Risk.
PUB DATE- Mar 93
NOTE- 52p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Black Youth; Comparative Analysis; *Early Intervention; Grade 3; Grade 4; Grade 5; Grade Repetition; *High Risk Students; Kindergarten; Longitudinal Studies; Low Income Groups; *Outcomes of Education; Parent Participation; Preschool Education; Primary Education; *Program Effectiveness; Student Adjustment; *Young Children
IDENTIFIERS- *Chicago Public Schools IL; Education Consolidation Improvement Act Chapter 1

As part of the Longitudinal Study of Children at Risk, this study evaluated the Child Parent Center (CPC) Program, a preschool to third grade intervention program funded by the Elementary and Secondary Education Act (ESEA) Chapter I. Subjects were 915 low-income black children from 20 inner-city schools who were differentially exposed to school-based, comprehensive service components for up to 6 years. The comparison group consisted of 191 children who received only an all-day kindergarten program. The following six outcomes, measured in grades three through five, were used to evaluate the effects of the program: reading achievement; mathematics achievement; teacher ratings of school adjustment; parental involvement; special education placement; and grade retention. Results indicated that the duration of intervention was significantly associated with all outcomes. Analysis of seven intervention and comparison groups differentially exposed to the intervention revealed that children participating in full intervention through third grade or participating in the intervention through second grade were the only children who consistently outperformed the comparison group on the outcome variables, notably for grade retention, reading, and mathematics achievement. Results support the value of extended early childhood intervention programs with at-risk children. (MM)

ED 362 308 PS 021 756

Phillips, G. M.; And Others

Children's Explanations of the Causes of Wellness, Illness, and Injury.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Childhood Attitudes; *Children; *Cognitive Development; Cognitive Processes; *Cognitive Style; Content Analysis; Individual Differences; *Physical Health

IDENTIFIERS- Causal Inferences; *Causal Reasoning; Explanations; *Health Attitudes

This study examined children's explanatory style for health- and safety-related events. Fifty children (ages 8 to 11) were interviewed using 12 health-related questions based on Seligman's Content Analysis of Verbatim Explanations (CAVE) method. Children and their mothers also completed a health status form, which included questions on the children's past and current health. Children's causal statements were evaluated on four dimensions: stability (whether events occur because of stable or unstable causes), globality (whether causes have global effects or influence only that specific event), internality (whether causes are external or internal to the person), and controllability (whether the cause of an event is controllable). Results suggested individual differences in children's explanations of health events, with profiles ranging along the four dimensions. Children consistently demonstrated an adaptive, optimistic explanatory style when explaining good health events. When explaining the cause of bad health events, children focused on internality and global causes, which reflects a maladaptive explanatory style; however, they also focused on uncontrollability, which reflects an adaptive explanatory style. Results suggest that children are more proficient at processing good events; bad events are apparently more confusing to process and result in inconsistency. (MM)

ED 362 329 PS 021 816

Neville, Brian
Waiting for Paternity: An Observational Study of the Timing of Fatherhood.
PUB DATE- Mar 93
NOTE- 35p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Father Attitudes; *Fathers; Job Satisfaction; Marital Satisfaction; *Parent Child Relationship; *Parent Role; Play; *Preschool Children; Preschool Education; Social Adjustment
IDENTIFIERS- *Delayed Parenthood; *Parenting Styles

The aim of this study was to examines the effects of life-span contextual variation on father-child relationships. Sixty families in which both parents were either younger than 26 or older than 29 when they began childbearing, and whose oldest or only child was between the ages of 3 and 5 at the time of the study participated. Questionnaires were administered to fathers, assessing their conceptualizations of child development, identification with social and parental roles, time spent with children, marital satisfaction, and job satisfaction, work-home compatibility, and social network attributes. Videotaped observations of father-child play were also collected. Older fathers established stronger connections to extra-familial contexts, displayed more complex conceptualizations of child development, and relied more upon verbal mechanisms to engage children during play than younger fathers. Younger fathers were more strongly tied to kin, maintained a more traditional style of fathering, and engaged their children through physical stimulation more than older fathers. Older fathers' more perspectivistic, verbal style is likely to be more cognitively stimulating, and may stimulate faster cognitive advances and subsequent academic success in their children. The children of younger men, on the other hand, should benefit from heightened affective arousal of their style of play. Contains 67 references. (Author/MDM)

ED 362 349 RC 019 307

Manners, Pamela A.; Smart, David J.
An Exploration of the Process of Ideological Identity Formation in Young Rural Adolescents.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Family Structure; Grade 9; *Moral Development; Racial Differences; Secondary Education; Secondary School Students; *Self Concept; Sex Differences
IDENTIFIERS- *Identity Formation

This paper explores the process of identity formation as relate to adolescents' level of moral development, race, sex, and family configuration. Ego identity was operationalized into four identity statuses based on an adolescent's reported degree of exploration and goal commitment in the areas of occupation, religion, politics, and philosophy (ideological identity) and in the areas of friendship, dating, sex roles, and recreation (interpersonal identity). People with the status of "identity achievement" have experienced a crisis, resolved it successfully, and are pursuing self-chosen goals. Individuals of "foreclosure" status also have an identity, but it is parentally or societally chosen. People classified as "identity diffused" may or may not have experienced a crisis, and are not pursuing any goals. The fourth status, "moratorium," includes those individuals who are actually in crisis and have goals that are present but vague. Subjects were 288 ninth grade students (the entire class) from a small southeastern town, who completed the Extended Objective Measure of Ego Identity Status - Final Revision and the Sociomoral Reflection Objective Measure. School records provided demographic data, and a student checklist indicated family configuration. Ideological identity was related to sex, race, and family configuration, but not to level of moral reasoning. No significant associations were found for interpersonal identity. (KS)

ED 362 367 RC 019 336

Higgins, Andrew H.
Rural Difference: A Challenge for Beginning Teachers. Monograph
Series.
PUB DATE- 93
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-
Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education;
Foreign Countries; *Geographic Isolation; Higher Education;
Multigraded Classes; Preservice Teacher Education; Rural Areas;
*Rural Education; Rural Population; *Rural Schools; Small
Schools; Student Characteristics; *Teaching Conditions
IDENTIFIERS- *Australia

In Australia, many teachers begin their careers in rural school
a posting for which they are often ill-prepared. This book addresses the concerns of beginning teachers or other teachers about to take up rural appointments. The first chapter examines the context of rural schools, differentiates between "rural education" (education tailored to the needs of rural students and communities) and "education in rural areas" (provision of a common curriculum to rural schools), discusses issues of equality, and explores implications of various types of isolation. The second chapter reviews the history of rural education in Australia. The next three chapters examine characteristics of isolated rural families, students, and teachers, including: (1) parental educational attainment, occupation, and educational attitudes; (2) student aspirations, dropout rates, reasons for dropping out, and gender differences in school completion; and (3) teaching conditions, teacher-community and teacher-parent relationships, teacher experience and attitudes, and discipline problems. The sixth chapter addresses curriculum concerns, advantages and disadvantages of small schools, innovative programs in music and environmental marine studies, how teachers can get funding for innovative programs, and teaching methods and classroom techniques for multigrade classrooms. The seventh chapter discusses the use of various distance education technologies. A final section offers remarks on practical teacher preparation for rural schools and questions for consideration related to each chapter. Contains 56 references and suggestions for further reading. (SV)

ED 362 387 SE 053 657

Johnson, Judith; And Others
Multicultural Science Education Project: A Model of Reform.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Curriculum Development, Elementary Secondary Education; Higher Education; *Multicultural Education; Partnerships in Education; Public Schools; *Science Curriculum; *Science Education; Science Teachers; *Summer Programs; Teacher Education; *Teacher Workshops

This paper describes a collaborative project among graduate students, university faculty, administrators, and science teachers in an urban public school district. The project has been funded by Eisenhower (Title II) monies, the Omaha Public Schools, The University of Nebraska, and the National Science Foundation (NSF). The goals for this project were to assist teachers in reconstructing their curriculum to be culturally relevant and to improve science learning for all students, including the economically deprived, minorities, and females. A series of 4-week summer workshops were held involving teams of teachers from middle and high schools and an administrator from each school. The goal of the workshops was for teachers to utilize the information and experiences gained from these activities to create short (2-3 day) and long (2-3 week) curriculum units which were presented and critiqued by the entire group. The resulting refined curriculum units exist in a large data base and are being field-tested in the teacher's classroom during the academic year and in summer school. Each year approximately 50% of participants return. When the NSF funding ends in 1994 it is estimated that approximately 50% of the secondary science teachers in the Omaha Public Schools will have developed, field-tested, and refined innovative and culturally relevant curriculum for use in grades 7-11 in their school district. (PR)

ED 361 937 EC 302 404

Adelman, Sally; And Others
Collaboration between Professionals and Families of Children with Serious Emotional Disorders: Annotated Bibliography.
PUB DATE- Jul 92
NOTE- 93p.; A product of the Family as Allies Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Advocacy; Annotated Bibliographies; Early Intervention; Educational Cooperation; Elementary Secondary Education; *Emotional Disturbances; *Parent School Relationship; *Parent Teacher Cooperation; Special Education
IDENTIFIERS- *Empowerment

This annotated bibliography lists 136 entries, divided among 9 chapters, on the collaboration between professionals and families of children with emotional disorders. Entries are listed alphabetically by author within each chapter and date from 1974 through 1993. The first chapter, "Need for Collaboration," briefly surveys the literature regarding families' experiences in working with professionals and establishes the need for a different kind of family-professional relationship. The next three chapters ("Persons with Severe and Persistent Mental Illness," "Children with Serious Emotional Disorders," and "Children with Other Disabilities") review the family-professional collaboration literature as it applies to three specific populations. Chapters 6 and 7 consider the literature on early intervention and general educational settings for children with emotional disorders. Available literature on how families and professionals can collaborate as advocates for children with mental disorders is reviewed in Chapter 8. A final chapter on empowerment lists materials stressing the principle of participant ownership of the processes of advocacy, intervention, and rehabilitation. (PB)

ED 361 956   EC 302 425

We Can Learn: Understanding and Helping Children with Learning Disabilities. Resource Guide to Accompany NCLD's Five-Part Video Series on Learning Disabilities.

PUB DATE- 91
NOTE- 41p.; Prepared by Fagin, Nuzum, Sauer Associates. Funds were provided by The Fan Fox and Leslie R. Samuels Foundation, The Equitable Foundation, and The Gannett Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Child Advocacy; Definitions; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; *Intervention; *Learning Disabilities; *Student Characteristics; Student Evaluation; Student Placement; Student Rights; Symptoms (Individual Disorders); Videotape Recordings
IDENTIFIERS- Early Identification

This guide accompanies a five-part video series on learning disabilities (total length of 40 minutes), designed to help in the identification of children who may have learning disabilities and in the development of appropriate actions on their behalf. The guide introduces three children, whose true stories are told in the videos to illustrate the challenges commonly faced by children with learning disabilities and those close to them. Sections of the guide then specifically address the following topics: (1) characteristics, indicators, and warning signs of learning disabilities; (2) benefits of early identification; (3) definitions of relevant terms; (4) the impact of learning disabilities on family, school, and community; (5) useful techniques for working with the learning disabled; (6) the purpose of a comprehensive assessment; (7) the components of a comprehensive assessment; (8) legal rights of children and youth with disabling conditions; (9) effective advocacy techniques; and (10) student placement options. Each section includes questions for discussion and references. (JDD)

ED 361 976 EC 302 447

Administrative Report of the National Commission Persons with Disabilities for the Years 1987-1992 = Rapport ta' Hidma Tal-Kummissjoni Nazzjonali Persuni b'Dizabilita Ghas-Snin 1987-1992.

PUB DATE- 93
NOTE- 51p.
LANGUAGE- English; Maltese
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); *Advisory Committees; Community Programs; *Disabilities; Elementary Secondary Education; Financial Support; Foreign Countries; *Government Role; International Cooperation; Legislation; *National Programs; Participative Decision Making; *Public Policy; *Rehabilitation
IDENTIFIERS- *Malta

This report, in both English and Maltese, describes the mission and activities, from 1987 through 1992, of Malta's National Commission Persons with Disabilities. An introduction lists Commission aims, such as coordinating government and voluntary programs and activities serving people with disabilities and their families. The second section describes the Commission's Action Plan, noting Commission activities concerning: Commission subcommittees, the national register for persons with disabilities, participation of persons with disabilities in decision making, prevention of disability, rehabilitation, legislation, physical environment accessibility, social security and financial income, education and training, employment, recreation, community action, staff training, and public information. The third section reports on activities in the realm of international action. These include: the United Nations Disability Statistics Workshop; Maltese participation in international forums, seminars, and conferences; and international aid to the Commission. (DB)

ED 361 997 FL 021 291

Mishima, Toshiko; Pusavat, Yoko S.
Communicative Activities for the Japanese Classroom.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; California State Postsecondary Education Commission, Sacramento.
PUB DATE- 89
NOTE- 105p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning (CSU/ITL) The CSU/ITL, created in 1988, facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Class Activities; College Second Language Programs; Communicative Competence (Languages); *Conversational Language Courses; Foreign Culture; Higher Education; *Japanese; Second Language Instruction; Speech Communication
IDENTIFIERS- *College Teaching and Learning Collection

This handbook, developed in connection with a California State University Project, provides 30 communication activities for the Japanese classroom to assist teachers of Japanese in implementing communication-based instruction. It is designed so that teachers can easily identify and use an activity that corresponds to the language area currently being studied. Some vocabulary and structural patterns are given for each activity, which provides opportunities for students to apply various forms they have already studied in different contexts and to help motivate students to learn. Also contained are some socio-cultural notes that teachers can introduce into the classroom through communicative activity. Each lesson lists objective, level of instruction, language, group size, time, preparation needed, a brief description of the activity, notes and possible variations followed by extensive charts, illustrations, or other visual aides. References are included, 7 in Japanese and 14 in English. (Author/AB)

ED 362 018   FL 021 456

Multilingualism in Europe and the US: A Communications Challenge for Transatlantic Relations and Global Business. Conclusions from an International Round Table Seminar Conducted by the European Institute (Washington, D.C., November 1992).
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cultural Pluralism; Foreign Countries; *Intercultural Communication; *International Relations; *International Trade; Language Attitudes; *Language Planning; *Language Role; Linguistics; *Multilingualism; Official Languages; Political Influences; Social Bias; Vocabulary
IDENTIFIERS- *Europe; France; Germany; United Nations; United States

A November 1992 conference on multilingualism and the role of language in European-American communications and trade is summarized in a series of brief essays. After a foreword from the president of the Commission of the European Communities, these articles are presented: an introduction (Jacqueline Grapin); "Towards Transatlantic Linguistic Cooperation: Conclusions from the Seminar" (Humphrey Tonkin); "The Realities of Multilingual Communication: Edited Extracts from Statements," including "Why New Amsterdam Speaks English" (Andreas van Agt)," A New Multilingual World in Atlanta" (William E. Brock), "Brussels: Where Language Is Politics" (Renee van Hoof-Haferkamp), "The UN: Generating a New International Terminology" (Francoise Cestac), "National Identity Versus European Integration" (Stanley Hoffmann), "Supporting Multilingual Education" (James Oberstar), "A Calendar for a European Common Language" (Francois Villaincourt), "The Bilingual Experience of the Franco-German Brigade" (Joachim Franke), and "Resisting the Anglo-Centric Approach" (Stephanie van Reigersberg); and "The Politics and Pragmatics of Language Diversity" (Humphrey Tonkin). A partial list of seminar participants is appended. (MSE)

ED 362 039 FL 021 503

Kaplan, Robert B.
The Hegemony of English in Science and Technology.
PUB DATE- Dec 91
NOTE- 23p.; Paper presented at the Conference on Bilingualism and National Development (Darussalam, Brunei, December 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; *English; *English for Science and Technology; Foreign Countries; *International Education; *Language Role; *Second Languages; Surveys; World History
IDENTIFIERS- *Hungary

A discussion of the dominant role of English in international science and technology looks at the interplay of several factors occurring during the post-World War II period: (1) imposition of English on the post-war world by the English-speaking victors (Britain, United States, Australia, New Zealand); (2) development of the first international databases and arrival of the computer age; and (3) important change in the nature of science and technology. It is argued that while English is predominant in these fields and is influential in some communicative domains, it has had little or no effect on the personal or group identities of large populations. Several non-English-speaking societies have used different strategies to address the hegemony of English in science and technology, but the strategies have been costly and not always successful. A 1989 survey of 502 scholars in Hungary investigating language use history, patterns, and attitudes revealed that while foreign language knowledge (including English) is common among Hungarian scholars, it is less common among older scholars. Scientists tend to publish more in English than do humanists and social scientists. It is suggested that this patterns of language use puts Hungarian scholars at a disadvantage in the international scientific community. (MSE)

ED 362 061 FL 021 533

Piper, Terry
And Then There Were Two: Children and Second Language Learning.
PUB DATE- 93
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010)
DESCRIPTORS- *Bilingualism; *Children; Classroom Communication; Cognitive Style; *Communication Disorders; Elementary Secondary Education; *English (Second Language); Family Environment; Foreign Countries; Interlanguage; Language Role; *Learning Strategies; Limited English Speaking; Program Design; Second Language Learning; Second Language Programs; *Second Languages; Transfer of Training

Issues in children's language learning, particularly as it relates to learning English as a Second Language (ESL), are discussed. The book is intended as a practical resource for regular or ESL teachers. The first chapter looks at the processes by which and conditions in which children become bilingual, both at home and in school. The second chapter examines more closely the differences in individual learning styles (including field dependence and independence, brain hemisphere functions, tolerance of ambiguity, reflectivity and impulsiveness) and strategies (direct and indirect, and strategy retraining when necessary). Chapter 3 examines briefly how differences between English and the native language can affect the learning of English, and chapter 4 focuses on helping children with special needs, including communication disorders and semilingualism. The final chapter discusses, in question-and-answer format, considerations in planning language learning programs that are appropriate for most children and flexible enough to adapt for all children. The parameters, benefits, and limitations of four different program options (self-contained classes, pull-out, transitional, and mainstreaming) are charted. A brief bibliography is included. (MSE)

ED 362 081 HE 026 689

McCurdy, Jack; Trombley, William
On the Brink: The Impact of Budget Cuts on California's Public Universities.
PUB DATE- Aug 93
NOTE- 31p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; *Economic Impact; Educational Finance; Financial Exigency; Higher Education; Institutional Survival; Reduction in Force; *Retrenchment; *State Universities
IDENTIFIERS- California; *California State University; California State University Long Beach; California State University Sacramento; *University of California; University of California Berkeley; University of California Santa Barbara

This report attempted to measure the impact of 2 years of budget cuts on the University of California and the California State University systems. The research involved review of a variety of budget documents, analysis of planning done to cope with budget cuts, and interviews with local campus and systemwide officials and knowledgeable sources in state government. The project studied the Berkeley and Santa Barbara University of California (UC) campuses and the Long Beach and Sacramento California State University (CSU) campuses. Major findings include the following: (1) the two systems stand on the brink of disaster due to real and damaging cuts resulting in declined education quality, lost faculty members, increased class size, and other effects; (2) students are paying higher fees and getting less as University of California fees are now among the nation's highest, and CSU fees have increased 68 percent; (3) the CSU system has responded to the cuts by reducing enrollment while UC has not done so; (4) both systems have tried to protect academic programs and full-time faculty at the expense of almost everything else, and neither system has tried to identify strong programs that should be defended; and (5) leaders in both systems were slow to recognize the threat posed by budget cuts and have been even slower to devise plans for the future. (JB)

ED 362 100 HE 026 708

North American Higher Education Cooperation: An Inventory of U.S.-Canada and U.S.-Mexico Academic Linkages.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- Sep 93
NOTE- 184p.; Based on discussions at a Wingspread Conference on North American Higher Education (September 1992).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Data Collection; *Educational Cooperation; *Exchange Programs; Financial Problems; Foreign Countries; Higher Education; Intellectual Disciplines; *International Educational Exchange; *International Programs; Language Handicaps; Study Abroad; Surveys
IDENTIFIERS- *Canada; *Mexico

This report describes the variety of bilateral linkages which have been developed by U.S. institutions with specific Canadian and Mexican colleges in a wide range of fields. Out of 1,219 U.S. colleges and universities responding (35 percent response rate) to a survey concerning educational linkages, 109 reported linkages with Canadian institutions, 182 listed Mexican linkages, and 56 had linkages with both countries. (Similar surveys were also sent to Canadian and Mexican institutions.) A great many linkages were found at the faculty level, mostly short-term in nature. The primary motivating forces behind linkage development were found to be faculty contacts and the international education program focus of the U.S. institution. Lack of student interest and financial constraints were reported as the main obstacles to linkages with Canadian and Mexican institutions, with the additional problem of language competence in the case of Mexico. All three countries reported undergraduate students as being largely self-funded while involved in linkage programs. Overall, responses described positive impacts from linkages at all levels. Survey comments reflected enthusiasm and support for maintaining and increasing North American linkages while seeking solutions to the barriers that exist. Appendices, comprising 80 percent of the report, includes survey forms and list the institutional partners and fields involved in the linkages. (GLR)

ED 362 119   HE 026 727

Topor, Robert S.
Fire in the Belly.

PUB DATE- 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrator Role; Cultural Differences; Diversity (Institutional); *Higher Education; *Institutional Advancement; *Marketing; Mission Statements; Parking Controls; Parking Facilities; Planning
IDENTIFIERS- Diversity (Groups)

This book discusses issues, ideas, themes and practices for marketing higher education based on personal experience. Chapter 1 discusses the kind and character of people found in higher education by describing the best and worst individuals as perceived through first-hand encounters. Chapter 2 looks at an approach to planning and building on every effort by relating it to another effort. Chapter 3 explores how higher education's users judge the quality of an institution's services. Chapter 4 emphasizes the need for higher education to know what business it is in and to tailor its products to consumer needs and wants. Chapter 5 looks at the atmosphere of campuses and how it has been affected by the increase of security measures related to automobile traffic. Chapter 6 describes the experience of working with a culturally diverse staff. Chapter 7 discusses how a leader can be successful and assist employees and co-workers to achieve and work well. Chapter 8 offers tips for working within institutional politics. Chapter 9 discusses qualities of a good mission statement and compares statements of the University of Texas at San Antonio before and after revision. Chapter 10 describes logo importance and difficulties. Chapter 11 explains a process of identifying targets, steps, procedures, and sequence of marketing actions. The last two chapters discuss current trends in higher education and offer final thoughts. Contains 51 annotated references. (JB)

ED 362 138 HE 026 747

Scott, Robert A.
The Challenge of Internationalization: Relating to Multicultural Education.
PUB DATE- 17 May 93
NOTE- 27p.; Speech presented at The John Carroll University Conference "Toward Internationalizing Our Curriculum" (Cleveland, OH, May 17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; *Curriculum Development; *Educational Planning; Higher Education; International Education; *Multicultural Education

This speech examines an agenda and possible actions at the institutional level for internationalizing the college curriculum. Discussions include: (1) an assessment of both internal and external environments, including readiness, potential sources of support, and new opportunities; (2) a set of principles for setting priorities; (3) recommendations; (4) points of leverage; and (5) a format and schedule for monitoring progress. The speech addresses the challenge of finding ways to join the trend toward international and multicultural education by first coming to an understanding of who we are as Americans. It argues that international and multicultural awareness are essentially both parts of a greater whole, and that by studying and understanding our multicultural selves as a nation, it is possible to better understand foreign cultures. The speech concludes with a review of a conceptual framework for planning, setting priorities, and assessing progress towards internationalizing the curriculum, followed by a review of the points of leverage available on each campus to foster support for international education. (GLR)

ED 362 157 IR 016 313

Cennamo, Katherine S.
Preconceptions of Mediated Instruction for Various Domains of Learning Outcomes.

PUB DATE- Jan 93
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; Comparative Analysis; Computer Assisted Instruction; *Difficulty Level; *Educational Media; Educational Television; Education Majors; Females; Higher Education; Interactive Video; Intermode Differences; Outcomes of Education; Preservice Teacher Education; *Student Attitudes; Undergraduate Students

This study examined the factors that contribute to learners' perceptions of the ease or difficulty of learning a specific task using a specific medium were studied, specifically whether the preconceptions of preservice teachers vary by learning domain (verbal, intellectual, affective, and psychomotor) or medium of presentation (interactive video, computers, television, and books). Forty-two female undergraduates rated the difficulty of learning through the four media and assessed preconceptions of the difficulty of each medium for each domain. Participants viewed the media as very different in their ease of learning, and considered that the ability of the medium to present actual models demonstrating the desired behavior was very important. (Contains 13 references.) (SLD)

ED 362 177 IR 016 333

Knupfer, Nancy Nelson; McLella , Hilary
Groupware: A Tool for Interpersonal Computing.
PUB DATE- Jan 93
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Software; *Computer Uses in Education; *Cooperation; Educational Technology; *Group Activities; *Information Networks; *Interpersonal Relationship; Technological Advancement
IDENTIFIERS- *Groupware

Computer networks have provided a foundation for interpersonal computing, and new tools are emerging, the centerpiece of which is called "groupware." Groupware technology is reviewed, and the theoretical framework that will underlie interpersonal collaborative computing is discussed. Groupware can consist of hardware, software, services, and support. It utilizes networking, communications, concurrent processing, and windowing environments. It creates a shared work space for dynamic collaboration in a work group over space and time constraints. The collaboration that it provides also opens many problems that must be addressed in the implementation of groupware in organizations. (Contains 7 references.) (SLD)

ED 362 196 IR 016 352

Reeves, Thomas C.
Pseudoscience in Instructional Technology: The Case of Learner Control Research.
PUB DATE- Jan 93
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attrition (Research Studies); *Computer Assisted Instruction; Definitions; *Educational Research; *Educational Technology; Educational Theories; Elementary Secondary Education; Feedback; Higher Education; *Learner Controlled Instruction; Models; Programed Instruction; Research Methodology; Research Needs; *Research Problems; Sample Size
IDENTIFIERS- *Pseudoscience

Scientific research that is conducted without the structure of a supporting scientific paradigm should be labeled pseudoscience in that such research is deceptive or false science. It is argued that much of the research in educational technology is pseudoscience, with the focus on learner control research. Learner control is the design feature of computer-based instruction that enables learners to choose freely the path, rate, content, and nature of feedback in instruction. It is contrasted with program control. Much of the research into learner control constitutes pseudoscience in that it fails to meet the major theoretical and methodological assumptions underlying accepted research methodologies within the positivist, quantitative paradigm. In the first place, the concept of learner control is poorly defined. In many studies the instructional treatments used are too brief to provide learners with sufficient experience for learner control variables to be actualized. In many media replication studies there is a lack of consequential or relevant outcome measures. Small sample sizes and large attrition rates are other problems that plague learner control research. Suggestions for improving the quality of learner control research, including the exploration of alternative research paradigms, are presented. One figure illustrates the continuum of learner control. (Contains 41 references.) (SLD)

ED 362 214 IR 016 370

Wilson, Brent G.; And Others
Evaluating the Impact of Technology at Peakview Elementary School.

PUB DATE- Jan 93
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Computer Networks; Educational Change; Educational Innovation; Educational Objectives; *Educational Technology; Elementary Education; *Elementary Schools; Elementary School Students; Influences; Interviews; Job Satisfaction; Microcomputers; School Surveys; *Student Attitudes; *Teacher Attitudes; *Teaching Methods

Peakview Elementary School is a new elementary school that is implementing a number of organizational and teaching strategies advocated by the school restructuring reform movement. Among those strategies is the infusion of more than 80 networked microcomputers with their related technology and software. The impact of this technology on the school community was examined through a variety of data collection instruments, including classroom observation and surveys and interviews of 22 teachers and students at all grade levels. Survey data were collected in August 1991, when the school had just opened, and again in May 1992. Three other elementary schools were studied for comparison purposes. Consistent evidence was found that technology plays an essential role in facilitating the school's goals, with positive effects on student learning and attitudes. Students use the technology extensively for research and writing, as well as for instructional support in many subjects. Technology has changed the way teachers work, resulting in a net increase in the number of hours they work, coupled with greater productivity, effectiveness, and satisfaction. The implementation factors identified as contributing to the success of the school's use of technology form the basis of a set of recommendations for implementing technology in other schools. Four tables present study findings. (Contains 13 references.) (SLD)

ED 362 232 JC 930 455

Follow-Up Study of Community College Students Completing Selecte
Occupational Programs in Fiscal Year 1992.
PUB DATE- Oct 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; *Graduate Surveys; Job Skills; Labor Force Development; *Outcomes of Education; *Participant Satisfaction Program Evaluation; Salaries; Self Evaluation (Groups); Two Year Colleges; *Two Year College Students; Vocational Education; *Vocational Followup
IDENTIFIERS- *Illinois Community College System

As part of an ongoing effort to evaluate the success of occupational program completers in the Illinois Community College System (ICCS), a survey was conducted in March 1993 of 2,641 students who graduated from 14 broad occupational program areas in the 49 ICCS institutions in 1992. The survey examined graduates' attendance objectives, educational status, employment status, salary, date beginning current employment, geographic location of employment, and satisfaction with their employment and educational programs. Study findings, based on surveys returned by 1,358 graduates, included the following: (1) 90.4% of respondents were either successfully employed, pursuing further education, or both; (2) 39.5% of the respondents found employment after receiving a degree or certificate, 29.1% while they were enrolled in community college, and 31.4% held the same position that they had occupied at program entrance; (3) over two-thirds of the respondents were employed in occupations related to their training; (4) hourly earnings among the respondents averaged $10.73, ranging from $5.90 for Information Processing graduates to $14.43 for Metal Work Apprentice graduates; (5) 27.2% of graduates were pursuing further education; (6) 10.4% of the respondents were unemployed and seeking work; and (7) respondents gave high satisfaction ratings to ICCS course content and to their current jobs, but lower satisfaction ratings to career planning and transfer planning. Discussions of results for specific program areas are included, and detailed data tables are appended. (Contains 13 references.) (PAA)

ED 362 249 JC 930 476

Plackowski, Linda C.
Ethics in the Work Environment: Applied Bioethics in the Hospital for Delta's Nursing Students.

PUB DATE- Jul 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bioethics; Community Colleges; Curriculum Enrichment; *Discussion (Teaching Technique); Educational Innovation; *Ethical Instruction; Group Discussion; Nursing Education; Observational Learning; *Student Attitudes; Teacher

Student Relationship; Two Year Colleges
IDENTIFIERS- Delta College MI

In 1979, Delta College, in Michigan, established a bioethics requirement for all nursing students. This paper describes a project to teach one of the required ethics course to local hospitals to observe students while they work and discuss ethical dilemmas as they arose. Introductory sections discuss project rationale and procedures, indicating that the instructor accompanied students on their rounds, learned patients' case histories, discussed ethical issues as they arose, and held discussion sessions at the end of each day. The next section provides two case studies of student observations at the pediatric unit of a local hospital, detailing the ethical issues raised. The first describes an adolescent with cerebral palsy at the developmental level of 4 months which raised issues concerning the decision-making prerogative of nurses and whether a patient's quality of life should be a criterion for treatment. The second addressed the question of whether a 1-month old infant decreasing in weight and head circumference was a victim of child abuse or neglect. Next, three case studies of psychiatric patients at another hospital highlight the issue of medical staff or societal intervention, describing student interactions with a suicidal, depressed woman; a violent adolescent; and a young man with a history of substance abuse who continues to receive a substantial student grant. The final sections discuss the general success of the project in terms of student interaction and instructor enrichment. (ECC)

ED 362 269 PS 021 682

Case, Robbie; And Others
The Mind's Staircase: Exploring the Conceptual Underpinnings of Children's Thought and Knowledge.
PUB DATE- 92
NOTE- 411p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Children; *Cognitive Development; Cognitive Processes; *Cognitive Structures; Cognitive Style; *Concept Formation; *Developmental Stages; Early Childhood Education; Elementary Education; *Knowledge Level; Piagetian Theory; *Thinking Skills
IDENTIFIERS- *Knowledge; Knowledge Development

This book, which contains 19 chapters, examines children's learning processes in light of reconceptualizations of Piagetian theory. Part one traces the theoretical question underpinning this examination and includes three chapters: "General and Specific Views of the Mind, its Structure, and its Development"; "A Neo-Piagetian Approach to the Issue of Cognitive Generality and Specificity"; and "Advantages and Limitations of the Neo-Piagetian Position." Part two examines the role of central conceptual structures in the development of children's logico-mathematical thought in four chapters: "Synchrony and Asynchrony in the Development of Children's Scientific Reasoning"; "Synchrony and Asynchrony in the Acquisition of Children's Everyday Mathematical Knowledge"; "A Neo-Structural Analysis of Children's Response to Instruction in the Sight-Reading of Musical Notation"; and "Testing for the Presence of a Central Quantitative Structure: Use of the Transfer Paradigm." Part three focuses on the role of central conceptual structures in the development of children's social and emotional thought in five chapters: "Young Girl's Conception of Their Mother's Role: A Neo-Structural Analysis"; "The Development of Empathic Cognition in Middle and Early Childhood"; "A Neo-Structural Analysis of Children's Narrative and Its Development"; "Young Children's Awareness of Their Inner World: A Neo-Structural Analysis of the Development of Intrapersonal Intelligence"; and "Testing for the Presence of a Central Social Structure: Use of the Transfer Paradigm." Part four addresses the role of central conceptual structures in the development of children's spatial thought in two chapters: "Stage and Structure in the Development of Children's Spatial Representations"; and "Horizontal and Vertical Structure: Stages and Substages in Children's Motor Development." Part five examines cross-domain synchrony and asynchrony in the acquisition of different central conceptual structures in four chapters: "Parallels in the Development of Children's Social, Numerical, and Spatial Thought"; "Analyzing the Basic Cognitive-Developmental Processes of Children with Specific Types of Learning Disability"; Stage and Structure in the Development of Children with Various Types of Giftedness"; and "Cross-Cultural Variation in the Structure of Children's Thought." The final chapter, "The Mind and Its Modules: Toward a Multi-Level View of the Development of Human Intelligence," serves as a conclusion. The book includes 450 references, as well as author and subject indexes. (MDM)

ED 362 289 PS 021 714

Collins, Vikki Kendrick; And Others
The Psychological Refractory Period: Central Capacity versus Modularity as Related to the Processing of Language.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Kindergarten; *Kindergarten Children; *Language Processing; Primary Education; *Psycholinguistics; Reaction Time; *Reading Skills; Visual Perception
IDENTIFIERS- *Central Processing Strategies (Cognition); *Modularity; Psychological Refractory Period; Time Lag

This study compared the central capacity and the modularity models for explaining language processing in kindergarten children. Using a microcomputer, 19 kindergarten children completed a visual letter-matching task that required a manual response. An auditory tone was emitted by the computer in a separate trial also requiring a press. For the dual task block, three stimulus onset asynchronies (SOAs) of 200, 400, and 1,000 milliseconds were randomly used to introduce the auditory tone. Each subject was individually instructed in response techniques and was individually tested. Ten of the subjects were tested for a second and third session. Response times were measured and recorded by the microcomputer. Results indicated that reaction time was significantly increased when one task was interrupted by another task. Reaction time to a tone was significantly affected by: (1) SOAs or the time interval used; (2) the letter match task of same or different letters; and (3) the session. Reaction time to a tone was not significantly affected by interactions between or among the factors. These results suggest that attention-demanding tasks may be postponed during serial processing. The explanation of refractoriness as demonstrated by a postponement or bottleneck in central capacity would seem tenable. (MM)

ED 362 309 PS 021 760

Papatheodorou, Theodora; Ramasut, Arlene
Teachers' Attitudes toward Childrens' Behaviour Problems in Nursery Classes in Greece.
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Warwick International Early Years Conference (1st, Warwick, England, United Kingdom, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Foreign Countries; *Nursery Schools; Preschool Education; Preschool Teachers; Sex Differences; *Social Cognition; *Student Behavior; *Teacher Attitudes; Teaching Experience
IDENTIFIERS- *Greece

This study investigated teachers' perceptions of their students' behavior problems in nursery classes. A total of 154 female teachers from rural, small town, and urban areas in Greece completed a self-reporting questionnaire and an evaluation of their students' behavior. The overall prevalence rate identified by teachers for all behavior problems in their students was 14.3 percent, with 2.1 percent perceived as very serious. More boys than girls were perceived to have behavior problems in general, and conduct problems in particular. An almost equal percentage of boys and girls were perceived as showing serious emotional problems. While the gender, age, and academic achievement of the children, as well as the teacher's years of experience, were found to be significant factors, the socioeconomic status of the children was not. An appendix provides sample questions from the teacher questionnaire. Contains 49 references. (MDM)

ED 362 330 PS 021 817

Garlikov, Patricia M.
Block Play in Kindergarten: A Naturalistic Study.
PUB DATE- Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; Curriculum; *Kindergarten; *Kindergarten Children; *Play; Primary Education; *Prior Learning
IDENTIFIERS- *Blocks; Naturalistic Studies; *Play Style

This paper reports on an interpretive study of block play in a class of 16 kindergartners. Over the course of a school year 16 hours of videotape of the children's block play was recorded and analyzed. A typology of block play with four domains of block construction, social interaction, negotiation, and scheme development is explained and discussed. Data from the study indicate that young children arrive at school with a wealth of prior knowledge which is vastly more complex than the suggested kindergarten course of study found in public schools. The study suggests that there are at least two different agendas at work in the classroom, one usually associated with the classroom teacher, whose primary concern is directing the curriculum and instruction, and another associated with the children, whose main concern revolves around social interaction and construction of personally relevant knowledge. (MDM)

ED 362 350 RC 019 308

Wax, Murray L.
How Culture Misdirects Multiculturalism.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; Anthropology; *Cultural Exchange; *Cultural Pluralism; *Culture; *Educational Philosophy; Elementary Secondary Education; Holistic Approach; *Multicultural Education; *Western Civilization

In the ongoing debate over whether or what sort of multiculturalism should be provided by schools, the origin, evolution, and rhetorical function of the basic term "culture" have been unwisely neglected. The 19th century notion of "culture" implied a process of growth and development, of culturing an organism, or of the human organism becoming cultured. Educators must resurrect and maintain that dynamic imagery in their research and theory, rather than becoming imprisoned in a language of stasis. As a corollary, discussions of cultures or civilizations should be more explicit about what is inherited or borrowed versus a possibly unique synthesis. A weakness of the multicultural argument is that it ignores the fact that "Western civilization" incorporates so much more than the traditions of Europe and North America. As communication, commerce, and political and military relationships unite the peoples of the Earth into a global village, it is of diminishing educational utility to continue with the anthropological model of a plurality of separate and distinct, integrated cultures. When elaborated into the curricular rhetoric of "multiculturalism," this model may express a struggle for political empowerment, but it has no relevance to the historical realities of the development of world civilization. A sounder approach sees a historical sequence of ecumenes, areas of culture contact and exchange that produced cultural efflorescence, and returns to the notion of culturing through education. (SV)

ED 362 368 RC 019 337

Lynch, Patrick D.
Basic Education in the Lower Rio Grande Valley: Human Capital Development or a Colonial System?
PUB DATE- Mar 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Bilingual Education; Education Work Relationship; Elementary Secondary Education; *English (Second Language); *Immigrants; *Mexican American Education; Mexican Americans; Mexicans; School Community Relationship; *Social Integration; Student Subcultures; Teacher Student Relationship
IDENTIFIERS- Mexico (Tamaulipas State); Mexico United States Border; *Rio Grande Valley; Texas (South)

This report describes economic, social, and political characteristics of the lower Rio Grande Valley with implications for the educational system, and presents preliminary findings on how south Texas schools are integrating new immigrant Mexican students. The lower Rio Grande Valley comprises four Texas counties and northern Tamaulipas, Mexico. For economic reasons, the population is exploding on both sides of the border, and the percentage of young people is much higher than in Texas overall. With border restrictions quite loose, the valley is becoming a cultural and economic unit, and schools on the U.S. side are being flooded with new immigrant students. In addition to children who immigrate with their families, many older Mexican teenagers are choosing to cross the border, alone or with relatives, to seek American schooling. Texas schools may not discriminate against homeless students nor probe about their living arrangements. Interviews with recently arrived Mexican students and their English-as-a-Second-Language (ESL) teachers reveal that the ESL program allows these students to integrate gradually while preserving aspects of their own culture. Teachers have considerable autonomy in selecting appropriate content for their classes. With first-hand knowledge of their students' situation, many ESL teachers are very supportive and act as student advocates. This paper also examines immigrant students' educational attitudes and student subcultures, and considers questions about the goals and outcomes of education in light of the valley's ambiguous political and economic situation. (SV)

ED 362 388 SE 053 658

Kesselheim, Craig
The Moral Content of Science "Methods" Textbooks.
PUB DATE- Apr 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; Elementary School Science; Elementary Secondary Education; *Ethical Instruction; Higher Education; *Moral Values; *Preservice Teacher Education; *Science Instruction; Secondary School Science; Teaching Methods; *Textbook Content

It is the purpose of this paper to describe and analyze the "moral content" of six preservice science "methods" textbooks. Six recently published textbooks, including both elementary and secondary levels, were examined by way of a method which attempted to identify those text segments with "explicit moral guidance." The paper reports on the degrees of "moral avoidance" or "moral confrontation" found in this selection of sources. Overall, the texts were highly variable. One text suggested the teachers should use controversies in instruction, yet warned the teacher against the imposition of any moral stance upon the students. Toward the other end of the spectrum, another methods text encouraged conscious moral development in both teacher and student and embraced the teacher's role in moral education specifically. Implications of these results for science educators are discussed. Finally, the need for contributions toward improving "moral content analysis" is discussed. (Author)

ED 361 938 EC 302 405

McDonald, Thomas P.; And Others
Building a Conceptual Model of Family Response to a Child's Chronic Illness or Disability.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 92
NOTE- 85p.; A product of the Families as Allies Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Chronic Illness; *Coping; *Disabilities; *Emotional Disturbances; Etiology; *Family Caregivers; Family Characteristics; Family Relationship; Models; *Stress Variables; Theories

This literature review provides information to help in building model of family caregiving for children with emotional disorders, focusing on the elements of stress, coping, and appraisal. Because literature on families' perceptions, use of resources, and coping with a child with an emotional disorder is nonexistent, the review uses the literature on family responses to a child's chronic illness or disability. This literature is extensive and cuts across numerous professional domains and academic disciplines. The review describes two conceptual models that provide a view of family response to stress (R. Hill's ABCX model and R. Lazarus and S. Folkman's model). They serve as the basis for synthesizing a tentative but more comprehensive model. The proposed model is specified in terms of constructs or latent variables grouped into three categories: antecedent variables, mediators, and adaptational outcomes. In building a comprehensive model, the review identifies a range of factors, some of which some are given characteristics of the family, child, or community and others are changeable characteristics that may vary as families attempt to deal with their child's illness or disability. With a focus on the conceptual and operational definitions of the major identified mediators, the review looks backwards in the stress process to identify causal antecedents and forward in an attempt to specify adaptational outcomes that capture desired end states. (Contains approximately 130 references.) (JDD)

ED 361 957 EC 302 427

Holden, Leah; And Others
Quilting Integration: A Technical Assistance Guide on Integrated Early Childhood Programs. The Early Integration Training Project.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 93
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Classroom Environment; Conflict Resolution; *Disabilities; Early Childhood Education; Early Intervention; Educational Change; *Educational Practices; Family Involvement; Handicrafts; Leadership; *Mainstreaming, Normalization (Handicapped); *Program Development; *Social Integration; Student Characteristics; Teamwork; Technical Assistance
IDENTIFIERS- *Quilting

This guide was developed to help people meet the challenge of developing early childhood programs that are inclusive of all children, regardless of disability. The manual was written in the spirit of a quilting book, in its recognition of the importance of the quiltmaker's (and the program developer's) own adaptations, creativity, and inspiration. Quotations from quilting books and illustrations of popular quilting patterns are included in the margin notes. The manual was assembled from conversations with people in Ohio who have created inclusive environments, and the text is primarily excerpts from those conversations. Concepts covered include the meaning of integration, strategies related to integration, characteristics of children with disabilities, developmentally appropriate practices, management of the classroom environment, the philosophy of a family-centered approach, collaboration, changes in approaches to serving young children with disabilities and their families, leadership, conflict resolution techniques, and problem solving strategies. Its chapters have the following titles: "Designing the Pattern: The Idea of Integration," "Preparing the Fabric: Children," "Piecing the Quilt Tops: Families," "Assembling the Layers: Collaboration," "Stitching along New Lines: Change," "Binding the Edges: Leadership," "Smoothing Out the Wrinkles: Conflict Resolution," and "Tying Up Loose Threads: Solutions." (References accompany each chapter.) (JDD)

ED 361 977 EC 302 448

Fox, Timothy J.; Williams, Wes
Implementing Best Practices for All Students in Their Local School: Inclusion of All Students through Family and Community Involvement, Collaboration, and the Use of School Planning Teams and Individual Student Planning Teams.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 91
NOTE- 164p.; A product of the Vermont Statewide Systems Support Project.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Disabilities; *Educational Planning; *Educational Practices; Educational Quality; Elementary Secondary Education; Individualized Education Programs; *Mainstreaming; Meetings; Neighborhood Schools; School Community Relationship; Special Needs Students; *State Programs; State Standards; *Teamwork
IDENTIFIERS- Collaborative Teaching; *Vermont

This manual presents guidelines to assist Vermont schools in the systems change involved in implementing full inclusion for students with disabilities in general education classrooms and community settings. The first chapter addresses general issues concerned with full inclusion, including Vermont's vision for education, the role of collaborative teaming, and students with intensive needs. The second chapter focuses on student, family, and community involvement in planning, noting possible participants in both the school planning team and the individual student planning team. The third chapter looks at schoolwide planning for best practice improvement, with guidelines concerning: facilitating productive meetings of the planning team, tailoring the process to meet the unique needs of each local school, gathering information about best practices, selecting and prioritizing best practices, and coordinating plans of schools within a district. The Individual Student Team Planning Process is the subject of the fourth chapter, with guidelines addressing such issues as: initiation of the process, Student Planning Team members, and coordinating student needs with general education class activities. The fifth chapter offers guidelines for collaborative teaming, including decision making, problem solving, and meetings. Appendices provide sample forms for both the schoolwide planning process and the individual student planning process. (DB)

ED 361 998 FL 021 319

Wolfram, Walt
Ethical Considerations in Language Awareness Programs.

PUB DATE- Apr 93
NOTE- 42p.; Paper presented at the American Association of Applied Linguistics Ethics Symposium (April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Curriculum Development; *Ethics; Language Patterns; Language Research; Language Teachers; *Language Variation; Linguistic Theory; *Metalinguistics; Program Descriptions; Program Implementation; Second Language Learning; *Social Action

Two traditional principles have served as the basis for the involvement of linguists in social issues, namely the principle of error correction and the principle of debt incurred (Labov, 1982). It is argued that an additional principle should motivate linguists to take a more proactive role in social issues, the principle of linguistic gratuity. One such proactive role is involvement in Language Awareness Programs, which are designed to provide an understanding of and appreciation for variety in language. This paper considers the rationale for and programmatic structure of two experimental language awareness programs, along with a discussion of some of the ethical issues that need to be considered in the implementation of such programs. Ethical considerations include the ethics of persuasion and need, of presentation, of representation, of sociocultural change, and of accommodation. An example of a curriculum unit with a humanistic objective, sample exercises demonstrating the scientific study of language patterning, an exercise with a sociohistorical objective, and an exercise promoting "island quaintness"--i.e., the lexical heritage of the North Carolinian island of Ocrakoke--are appended. (Contains 22 references.) (Author/JP)

ED 362 019 FL 021 472

Smith, Kari
Action Research on Action Research: A Teacher Trainer's Reflections on her Trainees' Action Research.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Research; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; *Research Methodology; *Student Projects; *Teacher Education; *Theory Practice Relationship

A trainer of teachers of English as a Second Language (ESL) in Israel undertook a study of the use of classroom research to enhance the learning experience of her students, a multicultural group of 13 graduating trainees. The trainees were asked to conduct research on some problem in their own classroom teaching. They were given specific guidelines about how to proceed, and participated in group and individual discussions with the trainer. The students' chosen topics fell into two categories: problems specific to ESL teaching, and those related to the particular instructional situation. Students generally began their reflection at a practical level but eventually looked also at affective and other aspects of teaching. No relationship was found between trainees' sociocultural background and topics selected for research, but more experienced trainees approached the project somewhat more professionally. Two are used to illustrate the processes used and results achieved. It is concluded that: (1) the trainees' assignments became more practical and provided important information about their own teaching; (2) not every novice teacher was able to relate research findings to higher-level moral, ethical, and political issues; (3) these teachers are capable of this kind of research, but need careful guidance before and during the project. Contains 17 references. (MSE)

ED 362 062 FL 021 553

Nattinger, James R.; DeCarrico, Jeanette S.
A Lexical Phrase Dictionary for Language Learners.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Dictionaries; *English (Second Language); *Phrase Structure; Second Language Instruction; *Vocabulary Development
IDENTIFIERS- *Lexical Collocation

It is suggested that a dictionary of English lexical phrases would be a valuable resource for learners of English as a Second Language. This form of collocation differs from ordinary collocations or idioms in that it is associated with particular discourse functions. In addition, most lexical phrases are in a form that allows interchangeable elements (e.g., "could/would you verb phrase"). A scheme for categorizing lexical phrases according to function is outlined. It consists of three groups of lexical phrases: social interactions; necessary topics; and discourse devices. It is noted that in spoken and written discourse, social interactions and discourse devices are the basic pragmatic organizers and provide patterns for the discourse framework; necessary topics are introduced for pedagogical purposes. The proposed lexical phrase dictionary would list phrases in two sections. For comprehension, phrases would be listed by form, alphabetized by the first fixed word. For production, phrases would be listed by function, as subcategories of social interactions, necessary topics, and discourse devices. Phrases would be further identified by the amount of variation they permit: none, limited by constraints not found in the grammar, or allowing variation. (MSE)

ED 362 101 HE 026 709

Bell, Robert; Tight, Malcolm
Open Universities: A British Tradition?
PUB DATE- 93
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Access to Education; Adult Education; College Role; *Distance Education; *Educational History; *External Degree Programs; Foreign Countries; Higher Education; Models; *Nontraditional Education; *Open Universities; Outreach Programs; Postsecondary Education
IDENTIFIERS- England; Ireland; Scotland; *United Kingdom; University of London (England)

This book challenges the notion that the open university is a recent invention and argues that in Britain there is a long and varied tradition of similar developments, and that there has been a significant 20th century reduction in the openness of universities, particularly in the period from the 1950s to the 1970s. Selected examples of open universities from the 19th and 20th centuries are examined and compared. Particular attention is paid to: (1) the provision made by the University of London in its 19th-century role as an examining board, and later through its external degree system; (2) to the similar role performed, for very different reasons, by the Royal University of Ireland before World War I; and (3) to the work of St. Andrews University in offering an external degree-level qualification for women between 1877 and 1931. Other examples discussed range from Oxford and Cambridge, in their pre-World War II guise, and the 19th-century Scottish universities, to the correspondence colleges and the university extension movement. The book also gives consideration to the present Open University and to other contemporary models of distance education and open learning. It also provides a historical and theoretical framework within which these developments can be better understood. Contains over 260 references and an index. (GLR)

ED 362 139 HE 026 749

Scott, Robert A.
A "Liberating" Education for the 21st Century.
PUB DATE- 4 Jun 93
NOTE- 15p.; Speech delivered at the Annual Meeting of The American Forum for Global Education (Indianapolis, IN, June 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (12
DESCRIPTORS- *Change Strategies; Cultural Education; Curriculum Development; *Educational Change; Educational Improvement; *Educational Planning; *General Education; Higher Education; *International Education; *Liberal Arts; Multicultural Education; Student College Relationship; Student Development; Undergraduate Study

This speech discusses the development of a true undergraduate liberal education for the 21st century that is also global in scope. It argues that liberal education is failing in its goal to truly educate students. The mission of every college or university should be to advance students' knowledge, skills, abilities, and values for an international world, and to match means to expected outcomes. The focus should shift from teaching and prerequisites to student development and learning. Such a shift in focus means that students will be expected to have a greater commitment to their education, moving from being passive to active learners; that faculty must become facilitators of student learning rather than being the source of all knowledge; that learning should no longer be limited to the classroom but take place outside the classroom in extracurricular activities, including travel to foreign countries and the use of multimedia technologies; and that student testing and assessment must be utilized more in order to guide and monitor the pace of student learning and development. Charts are provided that explore the development of educational goals for individuals in the 21st century, what standards and forms of evaluation are needed, and the balance between specialized and general knowledge. (GLR)

ED 362 158 IR 016 314

Chen, Lin Ching
The Effects of Visual Complexity in Motion Visuals on Children's Learning.
PUB DATE- Jan 93
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Children; *Cognitive Processes; Elementary Education; Elementary School Students; *Motion; Outcomes of Education; Pretests Posttests; Psychomotor Skills; *Visual Perception; Visual Stimuli
IDENTIFIERS- Complex Concepts

The purpose of this study was to investigate whether differences in the level of visual complexity in motion visuals have an effect on cognitive learning of students in different grade levels. The instructional content was a 14-minute video lesson concerning the motion of objects in the universe. A 3 (levels of visual complexity) x 2 (grade levels) factorial, pretest-posttest design was used. Three 4th- and three 8th-grade classrooms were randomly assigned to one of the three video treatment groups. Pretest and posttest consisted of 28 multiple-choice questions and were designed to test subjects' comprehension of the instructional content. The results indicated that providing different levels of visual complexity in motion visuals had no significant impact on children's comprehension of the intended learning. Also, no interaction between amount of visual complexity in motion visuals and grade level was found. (Contains 40 references.) (Author)

ED 362 178 IR 016 334

Kolloff, Mary Ann; Reehm, Sue P.
Restructuring Library Media Centers in Kentucky.

PUB DATE- Jan 93
NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Futures (of Society); Learning Resources Centers; Librarian Attitudes; Librarians; Library Development; Library Role; Library Surveys; *Media Specialists; *School Libraries; State Legislation
IDENTIFIERS- *Kentucky Education Reform Act 1990

This paper presents results from a 1992 survey of library media specialists in southeastern Kentucky, focusing on technological resources available in library media centers and the media specialists' perceptions of their roles and the future as affected by the Kentucky Educational Reform Act. Results indicated that the four most widely available newer technologies are televisions, video cassette recorders, computers, and camcorders. Few library media specialists are aware of the newer technologies and their roles in the media center, and few library media specialists view the library as a technologically rich information and production area for teachers and students. (SLD)

ED 362 310 PS 021 763

Papatheodorou, Theodora; Ramasut, Arlene

The Effects of Nursery School Environment on Teachers' Perceptions of Children's Behavioural Difficulties.

PUB DATE- Sep 93
NOTE- 34p.; Paper presented at the European Conference on the Quality of Early Childhood Education (3rd, Kriopigi, Greece, September 1-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Class Size; *Environmental Influences; Foreign Countries; *Geographic Location; *Nursery Schools; Preschool Education; Preschool Teachers; Rural Urban Differences; *Social Cognition; *Student Behavior; *Teacher Attitudes
IDENTIFIERS- *Greece

This study examined teachers' perceptions of the nature and extent of behavior problems exhibited by children in nursery classes. A total of 154 teachers from public and private schools in rural, small town, and urban areas in Greece completed a self-reporting questionnaire and an evaluation of their students' behavior. The results showed differences in the overall prevalence rate of behavior problems in relation to geographic region and population density. Children in cities were perceived as exhibiting more problems than children in small towns, while rural children were perceived as exhibiting more behavior problems than urban or small town children. Children in larger classes were perceived by their teachers to have more conduct problems than children in smaller classes. Teachers reported that afternoon nursery classes presented more than twice as many behavior problems than morning sessions. These findings generally support the view that environment, both of the immediate classroom and the wider community, plays an important role in teachers' perceptions of children's behavior. An appendix provides sample questions from the teacher questionnaire. Contains 55 references. (MDM)

ED 362 331 PS 021 819

Lore, Rosemary
Language Development Component: Full Day Kindergarten Program 1991-92. Final Evaluation Report. Elementary and Secondary Education Act--Chapter 2.
PUB DATE- 8 Jul 93
NOTE- 33p.; For the 1990-91 report, see ED 345 835.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Improvement; *Extended School Day; *Kindergarten; *Language Acquisition; Language Enrichment; Primary Education; Program Effectiveness; *Young Children
IDENTIFIERS- *Columbus Public Schools OH; *Kindergarten Extended Day Program; Print Awareness

The purpose of the 1991-92 Columbus (Ohio) Public Schools Full Day Kindergarten program was to improve the level of achievement of first-grade pupils by providing an additional half-day of kindergarten experience for 952 pupils in selected schools. This extra time allowed the students to participate in activities that were designed to enhance their growth and achievement; to give instruction in performing and creative arts, humanities, and ethics; to provide activities in physical fitness and health; and to give pupils the experience of participating in community service projects. One specific program objective was to have at least 50 percent of the pupils who attended the program demonstrate an awareness of early concepts about print by completing at least 12 of 17 items on the Balloons test (a concepts test about print assessment) at least 80 percent of the time. This objective was achieved by 676 of the 775 pupils who met the attendance criterion, for a success rate of 88 percent. Six appendixes provide: (1) a sample pupil attendance card; (2) a homeroom absence total report; (3) a 1991-92 pupil roster; (4) a sample pupil data sheet; (5) a scoring sheet for the Balloons test; and (6) an orientation inservice evaluation form for teachers. (MDM)

ED 362 351   RC 019 309

Egelson, Pauline Ericson
Change for Worse? One Teacher's Experience of Rural School Consolidation.
PUB DATE- 15 Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Schools; *Consolidated Schools; *Educational Experience; Educational Quality; Intermediate Grades; Interviews; Junior High Schools; Learning Activities; Middle Schools; *Public Opinion; *Rural Schools; *School Closing; School Community Relationship

Motivated in part by impending consolidation, a Chapter I reading teacher in an economically depressed rural community asked her middle-school students (n=30) to interview one person who had attended a community school in the past. Questions centered around school buildings, teachers, classes, and special activities. The students read the questions to the interviewees and wrote down their responses. Students put the responses in paragraph form and discussed the results in class. Comments about the school buildings suggested that school maintenance was poor and there was a lack of money. Positive responses about community schools involved school values and rituals, and specific memories of things such as cafeteria food, teachers, and activities. One respondent recalled integration during the 1960s as a "wonderful time". There were hints that the quality of education received at community schools was not always the best. Local middle school and high school students now attend large consolidated schools with more class offerings, newer facilities, and the latest in technology. Nevertheless, although these students are surrounded by people, they go through school alone with no sense of community to guide them. Despite poor school conditions and the lack of resources, students and teachers in the community schools of the past knew each other, learned together, and felt secure in their environment. (KS)

ED 362 389 SE 053 659

Kumar, David D.; And Others

Effect of HyperCard and Traditional Performance Assessment Methods on Expert-Novice Chemistry Problem Solving.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chemistry; Classroom Research; *Computer Uses in Education; Educational Technology; High Schools; High School Students; *Problem Solving; *Science Instruction; *Secondary School Science; *Student Evaluation

IDENTIFIERS- Expert Novice Problem Solving; *HyperCard

This study examined the relative effect of a HyperCard based approach to solving stoichiometric equations using Hyperequation, and traditional pen-paper methods on the performance of expert and novice high school chemistry students. Hyperequation is programmed to register student responses, provide immediate feedback, and keep a record of all the responses made including the overall time needed for problem solving for each student. The sample consisted of 30 honors and 30 regular chemistry students comprising the expert and novice groups respectively. The students were from a public high school in Columbus, Ohio. Half of each group received the traditional pen-paper test and half the HyperCard tests. The findings indicate that students from both the expert and novice groups scored significantly higher on the HyperCard method than on the pen-paper method. (PR)

ED 362 040 FL 021 504

Shohamy, Elana

The Power of Tests: The Impact of Language Tests on Teaching and Learning. NFLC Occasional Papers.

PUB DATE- Jun 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Arabic; *Construct Validity; Elementary Secondary Education; English (Second Language); *Language Tests; National Competency Tests; Oral Language; Reading Comprehension; Second Language Learning; *Testing; *Testing Problems; Uncommonly Taught Languages

This paper is rooted in an expanded view of construct validity, whereby the role of testers does not end in the development phase of the language tests they employ. Rather, testers need to follow the uses of these tests and examine issues of utility, relevance, ethics, and interpretation. The studies reported here focused on three national language tests, and examined their impact on teaching and learning in the school context. The three tests were: a test of Arabic as a second language for seventh, eighth, and ninth grades; an English-as-a-Second-Language oral test; and first-language reading comprehension test for fourth- and fifth-grade students. Data were collected through class observation, questionnaires, interviews, and analyses of documents. The impact of all three tests was complex, occurring in a number of directions, and dependent on the nature and purpose of the test. All tests diverted attention to areas that had not been explicitly taught previously. In terms of the test effect, in all three cases, instruction became testlike. Other findings involved tests as de facto curriculum, conflict between teachers and bureaucrats with regard to the use of test results, and the use of tests for purposes different from those that were initially intended. (Contains 14 references.) (JP)

ED 362 082   HE 026 690

Lowe, Ida B.; Johnson, Beth Hillman

Collective Bargaining in Higher Education and the Professions. Bibliography No. 20.

PUB DATE- Jan 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Allied Health Occupations; Athletics; *Collective Bargaining; College Administration; College Faculty; Colleges; Community Colleges; Faculty College Relationship; *Higher Education; Labor Relations; Nurses; *Professional Occupations; Teacher Rights

This bibliography of 834 citations is an annual accounting of literature on collective bargaining in higher education and the professions for 1991. The research and design and methodology used in the preparation of this volume relied on computer searches of various databases and manual retrieval of other citations not available on database. Sources include books, monographs, dissertations, journals, periodicals, research and conference papers, and newspaper articles and are grouped into either the faculty bibliography or the professions and professionals bibliography. References are listed by author within the following subject areas: academic freedom, administration, affirmative action, aids in the workplace, arbitration and mediation, collective bargaining, collective bargaining in Canada, community colleges, comparable worth, discipline and dismissal, discrimination, drug testing, ethics, evaluation, excellence, faculty, faculty organizations, fiscal issues, fringe benefits, governance, grievance procedures, legal issues, legislation, librarians (academic), long-range planning, merit pay, National Labor Relations Board, non-faculty, part-time faculty, personnel administration, political correctness, public sector labor relations, quality of worklife, retirement, retrenchment, salaries, sexual harassment, strikes, tenure and promotion, and women faculty, health care administration and institutions, health care professions, nurses, professions, and professions-sports. In addition, there is a listing of information guides including bibliographies and directories, resources and periodicals, and useful sources of information. Also provided are an author

ED 362 120 HE 026 728

Wells, Elaine M.

Sexual Harassment Experiences of University Employees: Actions Taken and Satisfaction with the Outcome.

PUB DATE- 15 Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Attitudes; *Females; *Grievance Procedures; Higher Education; *Satisfaction; *School Personnel; *Sexual Harassment; State Universities; Women Faculty

This study explored the experiences of sexual harassment among women employees in a university setting, in particular the extent to which women perceived that the strategies which they chose to handle situations of sexual harassment resulted in satisfaction with the outcome. Data were collected via an anonymous mail questionnaire at a mid-sized Midwestern public university. Incidence rates were similar to those reported at other universities. Common strategies used by all three groups of women in dealing with the situations were: (1) to ignore the behavior; (2) to avoid the individual; and (3) to confront the individual. Few women reported making formal complaints. Women who were more bothered by the incident were also more likely to report using an active strategy. Women who dealt with the situation by using avoidance or talking informally with a university official tended to be dissatisfied with the outcome. Stepwise regression analysis found that the extent to which women were bothered by the incident of harassment, feared retaliation, and felt that the incident interfered with their work, were significant predictors of the extent of their dissatisfaction with the outcome of the situation. Contains 22 references. (Author/JB)

ED 362 197 IR 016 353

Robinson, Rhonda S.; Driscoll, Marcy P.
Qualitative Research Methods Workshops: An Introduction, Definitions. Readings on Qualitative Research: An Annotated Bibliography.
PUB DATE- Jan 93
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Case Studies; *Data Collection; Definitions; *Educational Research; *Educational Technology; Ethnography; Higher Education; Inquiry; Models; Narration; Naturalistic Observation; Phenomenology; *Qualitative Research; Researchers; *Research Methodology; Research Problems; Semiotics; Training; *Workshops
IDENTIFIERS- Grounded Theory

The training of researchers in the educational technology field has continued in the traditional vein of the experimental paradigm. This document describes a workshop presented to balance that training and to prepare students to undertake research in a non-traditional way. The workshop aimed to acquaint students with non-causal naturalistic inquiry and its conduct. Workshop topics included background information; types of qualitative research (case study, ethnography, grounded theory/phenomenology, narrative inquiry, and semiotics and other approaches); topics for educational technology research; data gathering techniques (interview, observation, participant-observation, and literature review); and problems and concerns (analysis, reporting, validity, and reliability). A sheet of definitions in qualitative research is included, as is an annotated bibliography by Phyllis Baker of nine sources. (Contains 45 references.) (SLD)

ED 362 215 IR 016 371

Zahner, Jane E.
Thoughts, Feelings and Actions: Integrating Domains in Library Instruction.
PUB DATE- Jan 93
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Affective Behavior; *Cognitive Processes; Comparative Analysis; Higher Education; Instructional Design; *Integrated Activities; Intermode Differences; *Learning Strategies; *Library Instruction; Pretests Posttests; Research Skills; Student Attitudes; Student Behavior; *Teaching Methods; Undergraduate Students; User Needs (Information)
IDENTIFIERS- Domain Knowledge

A framework is presented for library instruction that integrates learning in the cognitive and affective domains. A study is reported that supports such a framework. Central to this instruction is the use of an overall strategy called FOCUS, FORMAT, FIND, and EVALUATE. The study compared the effects of two methods of academic library instruction on research process orientation; library anxiety; student performance on a task involving researching and compiling a bibliography, paper topic, and title; perceptions of the usefulness of the instructional sections; and attitudes about library instruction in general. The traditional instruction was research oriented and consisted of lectures and demonstrations. The cognitive-strategies instruction was process-oriented, emphasizing the research process itself rather than the use of specific sources. Subjects were 190 undergraduates in an English composition class. Pretests, posttests, and a survey with open-ended questions collected information. Results support the use of a domain-integrated process-oriented approach to academic library instruction. The cognitive strategies group showed greater improvement in research process orientation, more reduction in library anxiety, and most positive general attitudes about library instruction than did the traditional group. One table summarizes results of the study hypothesis testing. (Contains 24 references.) (SLD)

ED 362 233 JC 930 456

Fersh, Seymour
Integrating the Trans-National/Cultural Dimension. Fastback 361.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; Cultural Education; Cultural Enrichment; *Cultural Pluralism; *Curriculum Development; Educational History; Educational Innovation; *International Education; *Multicultural Education; *Program Implementation; Role of Education

Arguing for the integration of trans-national and cultural studies into education at all levels, this pamphlet traces the historical development of trans-national/cultural education and considers the implications and implementation of such education. A prologue first defines the "trans-national/cultural dimension" as a holistic educational environment that helps people transcend culture-conditioned, ethnocentric perceptions and behavior. The next section describes the narrow political/military historical approaches to foreign area studies in the United States that were before 1940; the ethnocentric efforts mirroring the country's global presence that were initiated after World War II; and recent efforts to focus on the ways that cultures are interrelated. This section also highlights the increasing diversity of the nation's population and the importance of appreciating differences among cultures. The third section describes approaches to implementing the trans-national/cultural dimension, including a focus on students and their reaction to material for younger students, on the process of instruction for slightly older students, and on content for older high school or college students. The next section emphasizes the importance of integrating the trans-national/cultural dimension into the educational system to enable students to adapt to the diversity and change of the modern world. The final section presents addresses for 47 institutions providing cultural services and materials and provides citations for 11 related publications. (ECC)

ED 362 250   JC 930 477

Minority Student Achievement Report. Report BT94-3.

PUB DATE- Sep 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; College Attendance; College Transfer Students; Community Colleges; *Minority Groups; *School Demography; *School Holding Power; *Student Attrition; Student Placement; Student Recruitment; Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Prince Georges Community College MD

Prince George's Community College (PGCC), in Maryland, has monitored minority student performance for over a decade, and has several programs in place to assist minority students in their endeavors at the college. The college's enrollment has always reflected the demographics of Prince George's County, mirroring the rapid changes in the county's racial composition over the past 20 years. In fall 1993, black students accounted for 58% of PGCC's credit headcount, with half of the college's engineering department consisting of Black students. Minority student enrollment increased 40% between 1987 and 1993, while White student enrollment declined 36%. Studies have found that about a fourth of the students entering PGCC each fall attend only one semester. Many other students have patterns of interrupted attendance. Three-fifths of the students starting PGCC in the fall return for the following spring semester, with Asian students demonstrating the highest fall-to-spring retention rates (69%) and Black students the lowest (56%). In fall 1993, graduation rates for both Whites (15.9%) and Blacks (5.1%) were at all-time lows, with the graduation rate for Blacks being half what it was 8 years before. The last three African American cohorts have transferred at a steady rate of 14-15%, while Whites have had dramatically higher rates (40% of the 1988 cohort had transferred within 4 years of entry to PGCC). In all placement tests (reading, composition, and three mathematics subtests, Black students had the lowest average scores. PGCC has four programs designed to improve minority improvement, including special testing and advisement services for high school students, a recruitment program for disadvantaged and disabled vocational high school students, and programs designed to draw minority students into science, mathematics, engineering and biomedical fields. (MAB)

ED 362 290 PS 021 715

Swadener, Beth Blue; Miller-Marsh, Monica
Antibias Early Education: Toward a Stronger Teacher Voice in Research.
PUB DATE- 14 Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; *Cooperation; *Curriculum Development; Curriculum Research; Early Childhood Education; *Kindergarten; *Multicultural Education; *Preschool Curriculum; Preschool Teachers; Research Methodology
IDENTIFIERS- *Collaborative Research; Culturally Responsive Education; Teacher Researchers

This paper examines several issues involved in collaborative research between a kindergarten teacher-researcher and a university professor as they developed an early childhood anti-bias curriculum. Literature on collaborative research in early childhood settings is reviewed, and the concept of anti-bias, culturally inclusive education is defined. The evolving collaboration between the teachers is described, and the benefits for both participants in the on-going collaborative project are discussed. Barriers encountered to both anti-bias pedagogy and teacher research in early childhood settings are also discussed. Finally, several recommendations are made concerning anti-bias approaches in early childhood education, research methodologies, and support structures which attempt to put early childhood educators at the center of the research process. (MM)

ED 362 369 RC 019 346

McMillon, Bill
Wilderness U.: Opportunities for Outdoor Education in the U.S. & Abroad.
PUB DATE- 92
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adventure Education; Camping; *Educational Opportunities; Environmental Education; Field Studies; Foreign Countries; Higher Education; *Outdoor Education; Program Descriptions; Secondary Education; *Study Abroad; *Vacations
IDENTIFIERS- *Nature Study; United States; *Wilderness Education

The 1980s saw a dramatic change in the use of leisure as millions of Americans turned to vacations that emphasized exploration, learning, and renewed awareness of the natural world. The first part of this three-part sourcebook lists approximately 270 institutions, organizations, and businesses offering programs in outdoor education, environmental education, nature study, wilderness adventure, and various outdoor activities. Entries are listed alphabetically in seven categories: (1) college and university programs; (2) nature centers and natural history museums; (3) field institutes and natural history associations; (4) clubs and national associations; (5) tour agencies and lodges; (6) miscellaneous organizations (focusing mostly on photography, fishing, rock and mountain climbing, and sailing); and (7) programs based in Canada, Great Britain, France, and Latin America. Most entries contain address, phone number, program description, and approximate cost. In part 2, 11 vignettes provide animated personal accounts of varied programs. In part 3, indexes cross-reference entries by subject or orientation and by regions of the United States, Canada, and the world, and list those programs offering courses for college credit. Subject categories are biology, birds, family orientation, geology, mammals, marine science, Native Americans, outdoor leadership and survival training, photography, plants, rain forests, and women only. An appendix lists 28 books, periodicals, and information sources about outdoor learning vacations. (SV)

ED 362 270 PS 021 683

Renninger, K. Ann, Ed.; And Others
The Role of Interest in Learning and Development.
PUB DATE- 92
NOTE- 461p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Development; Early Childhood Education; Elementary Secondary Education; *Interest Research; *Learning; *Learning Motivation; *Learning Theories; Postsecondary Education; Student Motivation

This book examines recent theoretical and empirical contributions in the field of interest research. Chapters in part one address some general questions in the study of interest, while those in part two cover individual interest and learning in school. Chapters in part three examine situational interest, and the chapters in part four present special approaches to explain interest effects. Part five chapters cover developmental aspects of individual interest. The 17 chapters are as follows: (1) "Interest, Learning, and Development" (Andreas Krapp and others); (2) "Interest: A Metatheoretical Perspective" (Jaan Valsiner); (3) "The Relation of Interest to the Motivation of Behavior: A Self-Determination Theory Perspective" (Edward L. Deci); (4) "The Selective Persistence of Interest" (Manfred Prenzel); (5) "Is Interest Educationally Interesting?: An Interest-Related Model of Learning" (James F. Voss and Leona Schauble); (6) "Task Motivation: An Interaction between the Cognitive and Content-Orientated Dimensions in Learning" (Peter Nenniger); (7) "Topic Interest and Levels of Text Comprehension" (Ulrich Schiefele); (8) "Interest as a Predictor of Academic Achievement: A Meta-Analysis of Research" (Ulrich Schiefele and others); (9) "Situational Interest and Its Impact on Reading and Expository Writing" (Suzanne Hidi and Valerie Anderson); (10) "Seductive Details and Learning from Text" (Ruth Garner and others); (11) "How Interest Affects Learning From Text" (Suzanne Wade); (12) "Importance, Interest, and Selective Attention" (Larry Shirey); (13) "Interest and Learning: A Biofunctional Perspective" (Asghar Iran-Nejad and Carl Cecil); (14) "Good Strategy Instruction is Motivating and Interesting" (Michael Pressley and others): (15) "Individual Interest and Development: Implications for Theory and Practice" (K. Ann Renninger); (16) "The Development and Function of Interests During the Critical Transition from Home to Preschool" (Andreas Krapp and Benedykt Fink); and a concluding essay, "The Present State of Interest Research," (Suzanne Hidi and others). Author and subject indexes are included. (MDM)

ED 362 390 SE 053 661

Hakerem, Gita; And Others
The Effect of Interactive, Three Dimensional, High Speed Simulations on High School Science Students' Conceptions of the Molecular Structure of Water.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *Cognitive Development; Computer Assisted Instruction; *Computer Simulation; Computer Uses in Education; Concept Formation; High Schools; High School Students; Interviews; Misconceptions; *Molecular Structure; *Schemata (Cognition); Science Education; Science Teachers; *Scientific Concepts; Secondary School Science; Student Attitudes; Teaching Methods; Visual Learning; *Water
IDENTIFIERS- Boston University MA; *WAMNet Project

The Water and Molecular Networks (WAMNet) Project uses graduate student written Reduced Instruction Set Computing (RISC) computer simulations of the molecular structure of water to assist high school students learn about the nature of water. This study examined: (1) preconceptions concerning the molecular structure of water common among high school students; (2) the effect of making and testing predictions using visual, interactive computer simulations on students' conceptions of the microscopic properties of water; and (3) aspects of the simulations that were most helpful in promoting conceptual change. Ten students from high schools in the Boston, Massachusetts area participated in 50 hours of individual and pair demonstration interviews in which students were asked to think aloud and interpret what they saw on the computer screen as they used the computer simulations. Analysis of transcriptions of the interviews indicated that: (1) students had preconceptions concerning the composition of individual water molecules and the structure of molecular water in ice, vapor, and vapor forms; (2) student concepts of water composition, the molecular structure, and the relationship between the kinetic energy of particles and their temperature changed as a result of working with the water simulation; and (3) visualization, multiple representations, interactive control of parameters, and debate with partners contributed to that change in the students' concepts. Contains 14 references. (MDH)

ED 361 939 EC 302 406

Wagner, Colleen, Ed.

National Directory of Organizations Serving Parents of Children and Youth with Emotional and Behavioral Disorders. Third Edition.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- Apr 93
NOTE- 394p.; For the second edition, see ED 303 984.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Behavior Disorders; Child Advocacy; *Community Programs; Day Care; *Emotional Disturbances; Human Services; National Programs; *Parent Education; Private Agencies; Public Agencies; Referral; Respite Care; *Social Agencies; *Social Support Groups; Training; Transitional Programs; Transportation; Voluntary Agencies

This directory contains information about organizations in the United States that offer the following types of services to parents of children and youth with emotional and behavioral disorders: support groups; education; training; referral; advocacy at the case or systems level; transition services; or direct assistance such as respite care, child care, or transportation. The listings represent a wide range of organizational types, including, among others, self-help organizations coordinated by and for parents with no professional involvement, groups started by staff members of service-providing agencies, and groups sponsored by other organizations. The first section provides an overview of mental, emotional, and behavioral disorders of children and youth. The second section lists national resources available to parents and professionals. The third section, comprising the bulk of the document, lists the states alphabetically with the resources available within each state. For each state, there is also a list of the state's contacts for the Child and Adolescent Service Program (CASSP) office, the Protection and Advocacy Center, and the state's mental health department. (JDD)

ED 361 999 FL 021 325

Christensen, C. Ben, Ed.

Single Subject Matter Assessment of Prospective Foreign Language Teachers. Report of the California State University Workgroup on Assessment of Prospective Foreign Language Teachers.

PUB DATE- 89

NOTE- 52p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988,facilitates a 20-campus systemwide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Assessment Centers (Personnel); Competency Based Teacher Education; Educational Assessment; Elementary School Teachers; Elementary Secondary Education; Evaluation; Foreign Culture; Higher Education; *Language Teachers; *Measures (Individuals); Models; Secondary School Teachers; Second Language Instruction; Vocational Evaluation

IDENTIFIERS- College Teaching and Learning Collection

This publication is a guide to assessing the competence of prospective foreign language teachers with respect to their subject area in California. The guide was developed as part of a state-wide response to legislated entry and exit standards for teachers in elementary and secondary schools. A preface stresses the importance of quality education in the foreign languages and the role of assessment of prospective teachers in that effort, and section 1, an introduction, describes the regulations and Executive Orders that are the basis for the guide. The second section covers unity of purpose among the diversity of programs, subject matter competency assessment, and assessment process and design. The next section establishes two categories of competencies--first, generic competencies which are fundamental to all disciplines and, second, specific foreign language competencies which include language proficiency, knowledge of culture and society, language analysis, and command of spoken English. The fourth section discusses general guidelines and instruments of assessment including classroom observation, interviews, portfolios, testing, capstone courses, academic transcripts and letters of recommendation. The final section treats recommendations related to resource and administrative issues. Appended are three model assessment formats. (JB)

ED 362 020 FL 021 473

Tomlin, Russell S.; Douglas, Sarah A.
Beginning Second Language Instruction. Computer-Based Curriculum
Improvements.
PUB DATE- 89
NOTE- 38p.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Authoring Aids (Programing); Communicative
Competence (Languages); *Computer Assisted Instruction;
Computer Simulation; *Computer Software; Curriculum
Development; Higher Education; *Listening Comprehension; Oral
Language; *Second Language Instruction; Second Language
Learning; Undergraduate Students
IDENTIFIERS- Project Teach (FIPSE); University of Oregon

This project developed computer-based language teaching software to assist beginning second language learners develop listening comprehension skills. Students interact with computer-based simulations of real world problems, which require their understanding of oral language provided by the computer system. The project embraced a communicative approach to language teaching and learning that placed language learning in a task-oriented, problem-solving, communicative context. It also embraced programming by rehearsal in which teachers utilize a theatrical metaphor (teacher as director) to develop novel simulations within the object-oriented authoring component of the computer tutor system, LingWorlds. The project's target population was 2100 undergraduate students beginning foreign language study in several language departments (Romance, Germanic, Russian, Japanese, Mandarin, and the American Language Institute) at the University of Oregon. LingWorlds is detailed in the project description. The end result of the project is the creation of an intelligent computer-assisted instruction system. (Contains 48 references.) (Author/JP)

ED 362 041 FL 021 505

Krieken, Robert van
Equating National Exams in Foreign Language Reading Comprehension.
PUB DATE- 9 Jul 93
NOTE- 14p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Reading Comprehension; *Scores; Secondary Education; Second Language Instruction; *Second Language Learning; Test Construction; Tests
IDENTIFIERS- *Netherlands

The procedures for the construction of the Dutch national exams of reading comprehension and for setting cut-off scores have remained roughly unchanged over 20 years. Construction procedures are characterized by thorough screening rather than pretesting; cut-off scores are influenced by procedures and percentages fails rather than by equating. Two studies were carried out to demonstrate the necessity and feasibility of equating procedures using IRT methodology. The first study equated exams from 1984 to 1990 with the same old exam using section post-equating and producing differences in mean difficulty. Traditional estimates and IRT estimates lead to the same cut-off scores. The second study was part of a large scale project the Inspectorate had commissioned, investigating the equivalence of cut-off scores in 17 subjects as well as differences in populations using teachers' estimates as well as empirical data. Data were scaled using IRT methodology, producing estimates of the mean score candidates in 1991 would have made on previous exams. The first study demonstrated differences between exams and showed that estimates were robust. The second study showed that teachers' estimates were consistent, but correlate only moderately with pupils' results. (Author/JL)

ED 362 063 FL 021 554

Laurier, Michel
L'informatisation d'un test de classement en langue seconde (The Computerization of a Second Language Placement Test).
PUB DATE- 93
NOTE- 275p.
LANGUAGE- French
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Computer Assisted Testing; *French; Higher Education; *Language Proficiency; Language Research; *Language Tests; Second Language Learning; *Student Placement; Test Construction; *Testing; Testing Problems

The purpose of this research was to compare two different forms of a placement test in French as a second language at the post-secondary level, a conventional test and a computerized test. First, expectations regarding a placement test as a measure of general proficiency are discussed and principles of adaptive testing that have been used to design the computerized test are presented. Then, the development of the two forms is explained and their psychometric properties are described. Finally, a theoretical and experimental comparison is made between the two forms. It appears that the computerized test is more accurate because of its focus and it does not give rise to any negative reactions from the students. (Contains over 300 references.) (Author)

ED 362 102 HE 026 710

Wolff, Robert Paul
The Ideal of the University.
PUB DATE- 92
NOTE- 161p.; Originally published in 1969 by Beacon Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- College Administration; *College Role; *Colleges; Critical Thinking; Economic Change; *Educational Change; *General Education; *Governance; Grading; Higher Education; Liberal Arts; Models; Politics of Education; Social Change; *Universities

This book, originally published in 1969, presents a comprehensive analysis of the rationale, principles, and presuppositions that make contemporary universities what they are. It proposes that literature, art, and philosophy embody a promise of gratification that engenders a negative critique of the social and cultural status quo, and that the rationale for the liberal arts university is society's need for a reservoir of critical thinking that is the motor of social, economic, and political progress. The book begins with four carefully delineated models of a university. After analyzing such controversial issues as the role of grading in the university and the "myth" of value neutrality, the writer turns to the question of how the university should be governed. He argues for a radical reconstruction based on a "social contract" that would place ultimate authority in the hands of the faculty and students. The book concludes with a series of "practical proposals for utopian reform," including such provocative recommendations as a variable-length, ungraded undergraduate program and elimination of the Ph.D. degree. Contains an index. (GLR)

ED 362 140 HE 026 750

Harman, Grant, Ed.; Selim, M., Ed.
Funding for Higher Education in Asia and the Pacific. Strategies To Increase Cost Efficiency and Attract Additional Financial Support.
PUB DATE- 91
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Cost Effectiveness; Developing Nations; Economic Impact; *Educational Economics; *Educational Finance; Expenditures; *Financial Exigency; *Financial Problems; *Financial Support; Foreign Countries; Grants; Higher Education; Resource Allocation
IDENTIFIERS- Bangladesh; China; India; Indonesia; Nepal; *Pacific Region; Pakistan; Papua New Guinea; Philippines; South Korea; Sri Lanka; Thailand; Vietnam

This book presents articles that document the serious funding problems faced by higher education institutions and systems in the Asian and Pacific region, and explores possible strategies to address these problems. It presents an overview of the financial situation faced by higher education in the region, and then discusses two main strategies that appear to be available. These are the achievement of increased cost-efficiency through cost analysis and other means, and the diversification of funding sources to reduce dependence on government support, especially on direct government grants. Detailed case studies are presented involving 12 different countries, and the recent initiatives and possibilities. Articles and their authors are as follows: "Higher Education and Financial Resource Problems in the Asian and Pacific Region" (Grant Harmon); "Cost Analysis in Higher Education" (Mozaffer Ahmad); "Achievement of Increased Cost Efficiency" (Grant Harmon); "Possibilities of Additional Funding" (Grant Harman); "Bangladesh" (Tajul Islam Khan); "China" (Wang Xianming and Han Jin); "India: A National Perspective" (M. R. Kolhathar); "India: A Case Study of the State of Mahhya Pradesh" (Sharad Chandra Behar); "Indonesia" (Oetomo Djajengara and Muhamad Abduh); "Nepal" (Parthiberhwar P. Timilsina); "Pakistan" (Meon Abdul Aziz); "Papua New Guinea" (Paul Ngabung); "Philippines" (Adriano A. Arcelo); "Republic of Korea" (Bae Chong Kuen); "Socialist Republic of Vietnam" (Lam Quang Thiep); "Sri Lanka" (A. D. V. de S.Indraratna); "Thailand" (Wichit Srisa-an); and "Conclusions and Major Themes" (Grant Harmon). (GLR)

ED 362 159 IR 016 315

Cole, Peggy; Wilson, Brent G.
Facilitating the Spontaneous Generation of Analogies in Problem Solving.
PUB DATE- Jan 93
NOTE- 11p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; *Encoding (Psychology); Graduate Students; Higher Education; *Problem Solving; *Reading Comprehension; Scores; Spontaneous Behavior; *Thinking Skills; Transfer of Training
IDENTIFIERS- *Analogies; Generativity; *Summarization

This paper examines whether an experimental treatment that encourages generativity and meaningful encoding can facilitate spontaneous analogical thinking, measuring the spontaneous generation of a relevant analog in solving a problem rather than the amount of factual material learned. Sixty-eight undergraduate students participated by reading the Attack-Dispersion Story (M. L. Gick and K. J. Holyoak, 1980) and writing a summary of each paragraph or the whole story or an analogy for each paragraph or the story. As predicted, cognitively processing the story in parts (paragraphs) rather than as a whole or merely rereading it facilitated solution of the test problem. The pattern of scores was in the expected direction (analogizing and summarizing greater than reading), but a main effect for mode of processing was not determinable from the data. It seems likely that subjects were not adequately skilled in analogizing and summarizing. Implications for instruction are discussed. Instructional strategies that engage the learner in generating summaries and analogies of subcomponents rather than just main ideas tend to facilitate far transfer problem solving. An appendix contains the story and test directions. (Contains 22 references.) (SLD)

ED 362 179 IR 016 335

La Follette, James J.
Interactivity and Multimedia Instruction: Crucial Attributes for Design and Instruction.
PUB DATE- Jan 93
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

(070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Technology; Elementary Secondary Education; *Instructional Design; *Interaction; Learner Controlled Instruction; *Multimedia Instruction; *Sensory Experience; *Teaching Methods
IDENTIFIERS- *Multimedia Materials

Attributes of multimedia learning resources are explored, considering the physical resources, the learners, and the instructional design factors that appear to be crucial in determining interactive capability and potential for instruction. The first significant dimension that is discussed is the sensory dimension, which includes structural media attributes and also incorporates the imposed communication variable, message treatment. A processing dimension is discussed, which relates more closely to the functional attributes of media, and is approached from the viewpoint of what the learner brings to the media. A control dimension is also introduced, represented by a continuum from total control exercised by the program designed to the ability of the learner to manage the learning situation completely free of program control. Inquiry in these areas of education and instructional technology has the potential for being translated into practical guidelines for multimedia development. Two figures illustrate the discussion. (Contains 46 references.) (SLD)

ED 362 291 PS 021 716

Rieser-Danner, Loretta A.; Baran, Joan
Infant Behavior in Social and Nonsocial Situations: Fear vs Shyness.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Facial Expressions; *Fear; *Infant Behavior; *Infants; *Shyness; *Social Behavior; Stranger Reactions
IDENTIFIERS- Negative Affect

This study attempted to distinguish between the ambivalent response of shyness and the more potent negative affect of fear in infancy. Sixty infants between 9 and 12 months of age participated in two laboratory situations: a nonsocial situation involving the presentation of a mechanical toy; and a social situation involving a standardized stranger approach. A shyness response was defined as the behavior of gaze aversion accompanied by the facial expression of joy, interest/joy, or interest/fear. Shyness blends were exhibited more frequently in the social situation than in the nonsocial situation, and more frequently than the fear/terror expression in the social situation. Fear/terror expressions were exhibited more frequently in the nonsocial situation than in the social situation and more frequently than the shyness response in the nonsocial situation. (Author/MM)

ED 362 311 PS 021 767

Blair, Clancy; And Others

Early Intervention for Low Birth Weight, Premature Infants: Participation and Intellectual Development.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Robert Wood Johnson Foundation, New Brunswick, N.J.

PUB DATE- Mar 93
NOTE- 46p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Early Intervention; *Intellectual Development; *Intelligence Quotient; Longitudinal Studies; Participation; *Premature Infants; Preschool Education; *Program Effectiveness

The Infant Health and Development Program (IHDP), an eight-site randomized controlled trial of a comprehensive intervention program combining home visits, child centers, and parent meetings with pediatric follow-up and referral, effectively reduced the incidence of health and developmental problems in a sample of 377 low birth weight, premature infants when compared to a control group of 608 infants during the first 3 years of life. This secondary study examined the relationship between participation in the IHDP and IQ, both at individual time points and for the developmental course of intelligence. At 12 months of age, no relationship between participation and IQ was evident, while at 24 months higher IQ was associated with increased levels of participation in years 1 and 2 of the study. At 36 months of age higher IQ was associated with increased levels of participation in all 3 years of the study. These relationships existed even after taking into account aspects of children's pre-intervention status known to be associated with intellectual development. These results are interpreted as providing support for the idea that the quality and type of experience gained in the first 3 years of life are of major importance for developing cognitive abilities. (Author/MDM)

ED 362 332 PS 021 820

Diemert, Amy
A Needs Assessment of Fifth Grade Students in a Middle School.

PUB DATE- 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Students; *Grade 5; Intermediate Grades; *Middle Schools; *Needs Assessment; *School Orientation; School Policy; Sex Differences; Student Adjustment; *Student Needs; Surveys; Transitional Programs
IDENTIFIERS- Middle School Students; Social Needs

The transition from elementary school to middle school or junior high school can be exciting, stressful, scary, and fun all at once for young adolescents. The stress of this transition can either be diffused or augmented by school procedures for introducing these students to the school. In this study, a needs survey was given to a heterogeneous class of 23 fifth-graders in a middle school. It was found that social and procedural needs were considered the most important by the students, and lack of assistance from adults was perceived as highest for certain social needs. The results indicate that needs of early adolescents are not always adequately addressed during their transition to middle school. An appendix provides a copy of the student needs survey instrument. Contains 19 references. (MDM)

ED 361 958 EC 302 428

Early Intervention Training Project. Three Videotapes: (1) Changing the Way We Think about Change: New Ways of Delivering Services to Families and Children; (2) Together We're Better; (3) ICC Parents Share Their Stories. Videotapes.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 92
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Agency Cooperation; *Change Strategies; Delivery Systems; *Disabilities; Downs Syndrome; Early Childhood Education; Early Intervention; Educational Practices; *Family Involvement; Infants; *Mainstreaming; Parent Participation; Parent Role; *Program Development; *Social Integration; Toddlers
IDENTIFIERS- Individualized Family Service Plans

These three videotape recordings focus on provision of inclusive, family-centered programs for children with disabilities, birth through age 8. The first video is 14 minutes long and is titled "ICC Parents Share Their Stories." In it, four parents who serve on state interagency coordinating councils (ICCs) for early intervention share their families' experiences and expectations regarding the creation of family-centered service systems. The second video, "Together We're Better," is 9 minutes in length and demonstrates key issues related to early integration by focusing on the experiences of one Ohio parent and her preschool son who has Down syndrome. Examples from other programs are used to highlight positive practices. The third video, "Changing the Way We Think about Change: New Ways of Delivering Services to Families and Children," is 30 minutes in length. This video captures a September 1992 presentation by Larry Edelman discussing some of his ideas on the topic of family-centered care and changing approaches to serving families. (JDD)

ED 361 978 EC 302 449

Andreas--Outcomes of Inclusion. Videotape.
PUB DATE- 91
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Asian Americans; Case Studies; *Ethnic Groups; High Schools; High School Students; *Mainstreaming; Outcomes of Education; *Severe Disabilities; *Social Integration; *State Programs; State Standards
IDENTIFIERS- *Vermont

This 18-minute videotape illustrates Vermont's program of full inclusion of students with disabilities through following Andreas, an Asian-American teenager with severe disabilities who has been successfully included in regular classes in his local high school. The videotape shows him attending regular classes, working in a local animal hospital, and participating in after school activities with his school friends. (DB)

index, a subject index, and a listing of acronyms and abbreviations. (JB)

ED 362 083 HE 026 691

Ludwig, Meredith Jane
Helping Institutions Help Themselves. The AASCU/ERIC Model Programs Inventory Project. Final Report.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; College Programs; Databases; Data Collection; *Demonstration Programs; Higher Education; Information Dissemination; Information Needs; Information Services; Models; *Program Descriptions; *State Colleges; *State Universities
IDENTIFIERS- *AASCU ERIC Model Programs Inventory Project; American Association of State Colleges and Univs; *Database Development; ERIC Clearinghouse on Higher Education

This final report describes activities of the American Association of State Colleges and Universities (AASCU) in a 3-year collaboration with the ERIC Clearinghouse on Higher Education to acquire information on model programs within the ERIC database for access by ERIC clients. AASCU members frequently need information on model programs and since ERIC has an organization and staff to implement information databases and AASCU has the means to attract program information to ERIC, the partnership emerged. the project resulted in the production of: a copy of all 247 program abstracts, a set of microfiche, and a file of copies of program descriptions. Additionally, presentations were made about the project and an analysis of program characteristics was performed. Among findings were: about 41 percent were in the discipline of education; 55 percent reported on the federal sources of funding for their projects; most programs not receiving federal support were funded by the institution itself; and 39 percent of programs remain active. Project participants reported they knew about and valued ERIC but few reported regular use of the database. Some increased interest in and use of ERIC was indicated. Appended are the guidelines for program inclusion, the program characteristics summary, the texts of articles written about the project, a list of participating projects, and a project evaluation instrument. (JB)

ED 362 121 HE 026 729

Fruge, August
A Skeptic among Scholars: August Fruge on University Publishing.
PUB DATE- 93
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Art History; Classical Literature; Faculty Publishing; Higher Education; Intellectual History; Literary History; Modern History; North American Literature; Poetry; Publications; *Publishing Industry
IDENTIFIERS- Fruge (August); *University of California Berkeley; *University Presses

This memoir describes August Fruge's 32 years as head of the University of California Press. Early chapters describe Berkeley, where the press is located, in the 1940s, conflicts with the Printing Department, the role of the faculty-run editorial committee, and setting new directions for the press. Three chapters describe looking for titles to publish, some for a classical history and literature series, others from and about Latin America, others on Asia. One chapter describes the acquisition and publishing of two best sellers, "Ishi in Two Worlds: A Biography of the Last Wild Indian in North America" and "The Teachings of Don Juan: A Yaqui Way of Knowledge." Other chapters describe the evolution of "Film Quarterly," a venture in publishing the decoded works of Samuel Pepys, publication of Mark Twain's works, publishing foreign language poetry, conflicts with current and new poets working in English, and publishing the poetry of Ezra Pound. The press also published works of art history including books on Cezanne, American Indian art, Lebrun, and many others. One chapter discusses book design and printing and another editing and working with authors. Final chapters recall financial conflicts, the advent of the computer, and retirement. The book concludes with a section entitled "Addenda: Alternative Views," containing essays by Hugh Kenner and James Clark called, respectively, "God, Swahili, Bandicoots, and Euorphia" and "Publishing 'The Plan of St. Gall.'" An index is included. (JB)

ED 362 198 IR 016 354

Rodriguez, Stephen

What Motivates Graduate Students? A Descriptive Study.

PUB DATE- Jan 93
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Educational Technology; Graduate Students; Group Activities; Higher Education; *Instructional Effectiveness; *Learning Activities; Lecture Method; *Motivation; Problem Solving; Statistical Analysis; *Student Attitudes; Tables (Data)

This study sought to describe graduate students' opinions of selected learning activities encountered in large-group, teacher-led instructional contexts. The subjects, 40 graduate students of instructional technology at a major western university, completed a questionnaire. The instrument asked subjects to rate each of ten alternative learning activities along five dimensions: frequency the activity is encountered; interest in the activity; effectiveness of the activity as a learning tool; motivational appeal of the activity; and last, desire for greater exposure to the given activity. Results indicated that lecture is the most frequently encountered activity, while also the least motivating and effective. Further, subjects indicated a strong preference for greater exposure to more active, challenging activities such as problem solving, case studies, and small group work. Four statistical tables ranking the ten learning activities are included, and an example of the instrument used to collect data is appended. (Author/KRN)

ED 362 216 JC 910 034

Papier, Sarah N.

Joining Freshman Orientation Concepts with Writing-Across-the-Curriculum.

PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *College Freshmen; Community Colleges; Cultural Pluralism; Goal Orientation; Journal Writing; Program Descriptions; *School Orientation; *Self Concept; Student Adjustment; Student Attitudes; Student Experience; *Student Journals; Student Needs; Two Year Colleges; *Writing Across the Curriculum
IDENTIFIERS- City University of New York Queensborough Comm C; *Freshman Orientation

To help new students clarify goals, understand the demands of college, and successfully adjust to college life, Queensborough Community College (QCC), in Bayside, New York, developed the "Introduction to College" program. The program combines a 4-week orientation seminar with a writing-accross-the-curriculum approach to help QCC's diverse student population make the transition to college life, while maintaining the value of their diverse backgrounds and perspectives. The four sessions of the seminar focus on the realization that students' college careers will include challenging intellectual, vocational, emotional, physical, and social growth experiences and seek to impart a sense of the importance of the various facets of the college experience. The writing component functions as an avenue toward self-insight. At the end of each class session, instructors provide students with open-ended questions (e.g., "Who am I?") and encourage them to search for answers through writing in journals. These journal entries provide instructors, who also function as counselors, with insights into the diverse backgrounds and needs of students. A retention study conducted of fall 1980 freshmen indicated a positive correlation between freshmen enrollment in the seminar and reenrollment in the spring 1981 semester. (Includes samples of student journal entries). (ECC)

ED 362 234 JC 930 458

The Basic Agenda: The 1992-93 Status Report.

PUB DATE- Nov 93
NOTE- 50p.; For related documents, see ED 332 768 and ED 351 070.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Affirmative Action; *College Planning; *Community Colleges; Educational Finance; Educational Quality; Faculty Development; Governance; Governing Boards; *Instructional Improvement; Mission Statements; Program Descriptions; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In its major policy document, "Basic Agenda: Policy Directions and Priorities for the Nineties," the Board of Governors of the California Community Colleges (CCC) specifies goals and objectives necessary for the system's 107 community colleges. Following the format of the Basic Agenda, this 1992-93 status report provides an update on the implementation of these goals and objectives. Following a brief introduction, the six sections of this report examine the areas of mission, access, governance, fiscal policy, and educational quality. For each area, the Basic Agenda initiatives are listed and specific efforts undertaken to date for each initiative are described. Among the CCC efforts described in the report are the following: (1) implementation of intersegmental general education transfer curriculum requirements; (2) projects to increase the number and success of underrepresented students in transfer programs; (3) minigrants and other special funding to increase the number of successful underrepresented students in vocational education programs; (4) incentives to attract and retain underrepresented faculty and staff; (5) public relations and fund-raising initiatives; (6) approval of a 15-year new facilities plan; (7) development of a new Curriculum Standards Handbook; (8) funding of 19 projects at CCC institutions to improve the quality of teaching and learning; and (9) implementation of workshops for English-as-a-Second-Language quality standards and performance. Descriptions of programs undertaken at individual colleges are provided. (PAA)

ED 362 251 JC 930 478

Searcy, Robert D.; And Others

Grade Distribution Study: Telecourses vs. Traditional Courses.

PUB DATE- 93
NOTE- 15p.; Prepared for the Calhoun Telecourse Steering Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Conventional Instruction; *Course Evaluation; *Distance Education; Educational Strategies; *Grade Point Average; Mass Instruction; Performance; Self Evaluation (Groups); *Teaching Methods; *Telecourses; Two Year Colleges; Two Year College Students
IDENTIFIERS- John C Calhoun State Community College AL

A study was conducted at John C. Calhoun State Community College (JCSCC), in Alabama, to determine whether there is a significant difference between the grade distribution in sections taught using the telecourse format and in sections taught by the same instructor in the same term, but utilizing traditional classroom format. Data for courses were collected from JCSCC's college course database, and were compared by figuring an average grade point average (GPA) for each section. There were 604 students enrolled in the 18 telecourse sections used in the study, and 368 students enrolled in the 18 regular sections. The study indicated no significant differences in average GPA's between telecourse (2.64) and traditional (2.86) formats. The range for GPA's for traditional sections was 1.47 (2.26 to 3.73), and the range for the telecourse sections was 2.29 (1.71 to 4.00). However, the results indicated that student completion rates might be higher in the traditional sections than in the telecourse sections, suggesting the need for additional research on student withdrawal in order to identify opportunities for improving the completion rate for telecourse students. Nineteen charts are presented representing the grade distribution and average GPA for each course, along with comparative information on numbers of students in the two sections. (MAB)

ED 362 352 RC 019 310

Hersh, Susan B.; And Others
Mentoring Entry Year Teachers in Rural Communities: A Model Program.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *College School Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Mentors; Pilot Projects; Professional Development; Program Evaluation; *Rural Education; Rural Schools; School Districts; Shared Resources and Services
IDENTIFIERS- Ohio (Clinton County)

This report evaluates a pilot program designed by a county scho district and a local college to meet the needs of entry-year teachers in rural Clinton County, Ohio. The county consists of three local school districts serving approximately 4,800 students. The model used a full-time county mentor-teacher who was shared by local school districts, with on-site school support provided by 11 buddy teachers. The mentor and alternates participated in 50 hours of training at Wilmington College (Ohio), covering adult learning styles, developmental stages of beginning teachers, observation, supervision, feedback, and conferencing. The mentor teacher was then responsible for training the buddy teachers in the local districts. Additionally, monthly workshops were held for the buddy teachers and entry teachers on topics such as time management, parent conferencing, individualized instruction, planning, and use of electronic communication. College facilitators were available to the mentor or buddy teachers through a computer network. Survey results indicate that both the entry teachers and buddy teachers experienced increased confidence, a feeling of belonging, and a sense of professionalism. This program allowed small school districts that could not hire a full-time mentor to share the incurred expenses and instructional resources required for the program. In addition, it decreased isolation and gave rural first-year teachers the opportunity to form alliances. Appendices include sample surveys and results. (LP)

ED 362 370 RC 019 347

Senese, Guy B.
Self-Determination and the Social Education of Native Americans.
PUB DATE- 91
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Education; American Indians; *Economic Development; *Educational Policy; Elementary Secondary Education; *Federal Indian Relationship; Federal Programs; Higher Education; Human Capital; *Public Policy; *Self Determination; Tribally Controlled Education; Tribal Sovereignty; Tribes
IDENTIFIERS- *Native Americans; Tribal Government

This book is a critical analysis of the concept of self-determination as it has been developed in the federal government's American Indian social and educational policies since the 1950s. Analyses focus on the links between Indian educational policy and economic development concerns and on the ways in which the idealistic language of self-determination has tended to obscure political realities. Part I examines the roots of self-determination language in the practical and moral failure of federal attempts to terminate the trust relationship with the tribes. Economic self-help was seen as a way to train tribes for full participation in American life, thereby creating the human and material conditions for a justifiable termination. Part II focuses more directly on schooling and traces the development of the community control concept in various federal programs and legislation. It argues that educational self-determination mimicked in many ways the methods of economic planners seeking labor cooperation in nascent commercial colonies such as Puerto Rico. For example, the motivational utility of "maximum feasible participation" is best understood not as a commitment to community control as much as a method to secure the cooperation of a minority previously hostile to the prerogatives of development. Part III analyzes the dialogue of Native Americans attempting to reach consensus on issues of sovereignty related to education and development, and discusses whether or not self-determination is compatible with the federal-Indian trust relationship. (SV)

ED 361 979 EC 302 450

Jones, Virginia H.; Hutchins, Ellen

Finding Common Ground: A Call for Collaboration. Promoting State Interagency Efforts To Reduce the Impact of Perinatal Alcohol and Other Drug Use on Families.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; *Agency Cooperation; *Alcohol Abuse; Child Welfare; Community Programs; Congenital Impairments; *Drug Abuse; Federal Aid; *Federal State Relationship; Health Services; Intervention; Policy Formation; *Pregnancy; *Prenatal Influences; Prevention; Program Development; Public Policy; Social Services; State Programs; Substance Abuse

This manual assists state agencies in developing public policy and programs to address prevention and treatment for the abuse of alcohol and other drugs by women during pregnancy. It stresses the importance of collaborative action among the many agencies involved. The first chapter is a specific call for collaboration, noting several federal programs which emphasize collaboration. The second chapter discusses three specific state service systems in terms of their missions, mandates, and structures, responsibilities, and relationship to federal agencies and support. They are Maternal and Child Health Bureau services, substance abuse services, and child welfare. Other state agencies and groups are also considered (e.g., Medicaid, mental health, and corrections). The third chapter identifies four stages of development in establishing an interagency approach: (1) formation, (2) conceptualization, (3) development, and (4) implementation. Each stage is illustrated by the experiences of communities and organizations serving families affected by alcohol and other drug use. A list of 12 guidelines for establishing collaboration is offered. Appendices list state Title V directors, state alcohol and drug agency directors, and state child welfare

ED 362 064 FL 021 556

Wong, Shelley; Amador, Henry J.
Poverty and the ESOL Classroom.

PUB DATE- 15 Mar 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages Conference (27th, Atlanta, GA, April 13-16, 1993). Uneven print quality may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Community Involvement; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Immigrants; Minority Groups; Parent Participation; *Poverty; Questionnaires; Refugees; Second Language Instruction; Socioeconomic Influences; Student Characteristics; Teacher Influence; *Teacher Role
IDENTIFIERS- El Salvador; University of Maryland College Park

Education systems in the United States are still reeling from the shock of the recent wave of poor immigrants from Central America. The necessary preparations have not been made to meet the basic needs of the newcomers, while they in turn face an even greater dilemma: survival in a society that blatantl, ignores their dreams and aspirations for the future. There is a need to fill the gap between research and an effective education for these language minority people as well as for more meaningful involvement of parents and of the community in the schools; Head Start and Family Literacy are model programs in this area. Informal classroom research on two young Salvadorean refugees, Juan and Chirilagua, conducted as part of the focus on gender, race, and poverty of a graduate psycholinguistic class at the University of Maryland, is presented. The students' backgrounds are described and ways in which the teachers in the students' school system provided for these students are emphasized (e.g., gathering clothing from fellow teachers, assuring the students' participation in the school breakfast and lunch program). A memorandum from Henry Amador addressed to his fellow teachers and describing the "lesson in humility" he had learned from Chirilagua's unselfish use of his small salary, and two questionnaires are appended. (JP)

ED 362 103 HE 026 711

Lipset, Seymour Martin
Rebellion in the University.
SPONS. AGENCY- Hazen Foundation, New Haven, Conn.
PUB DATE- 93
NOTE- 310p.; Originally published in 1971 by Little, Brown & Company.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Historical Materials (060)
DESCRIPTORS- *Activism; College Faculty; College Students; Demonstrations (Civil); Educational History; Higher Education; *Political Attitudes; *Political Issues; *Social Action; *Student College Relationship; *Teacher Student Relationship

This book reviews the turbulent period of political activity and student unrest of the 1960s and places it in a larger historical perspective. It analyzes the source of student activism, the roles played by the faculty, the spectrum of campus political opinion, and the history of American campus protest. Individual chapters examine: (1) the sources of student activism; (2) what recent surveys say about today's student protest movement; (3) the history of protest as it occurred throughout United States history from the Revolution to World War I and from the 1920s through the 1950s; (4) the relationship between college faculty and students during the time of student unrest; and (5) the political consequences of student activism. A new introduction attempts to account for a new wave of representative moralism, to explain the current issues involved, to locate sources of support and opposition, and to voice a judgment about the current situation in the American academic community. Reference notes are provided for each chapter. (GLR)

ED 362 180 IR 016 336

Li, Ming-Fen
Empowering Learners through Metcognitive Thinking, Instruction, and Design.
PUB DATE- Jan 93
NOTE- 14p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Theories; Elementary Secondary Education; *Instructional Design; Learner Controlled Instruction; Learning; *Metacognition; Student Role; Teacher Role; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Learner Centered Instruction; *Student Empowerment; *Teacher Empowerment

A perspective is presented for designing instruction in metacognition, drawing on how human beings acquire metacognitive skills and how these skills are interwoven with other thinking skills. An instructional designer must consider the dynamic and integrative nature of metacognition. Traditionally, learning theories, instructional theories, and instructional design theories are treated as distinct entities. Recent exploration of constructivism has made it seem possible to integrate learning and instructional theories. Learners, teachers, and instructional designers all need to engage themselves fully in the roles they play. Teachers need to guide, rather than control, student learning. Instructional designers must reflect on the complex relationship between learning and instruction. Learners need to be given the responsibility to direct, manage, or even design their own learning. The metacognition of teachers will enable them to perceive their instruction in a more reflective and dynamic way. Empowering teachers will empower learners. In a learning-centered environment, learners and teachers become the main actors of the learning drama. (Contains 26 references.) (SLD)

ED 362 271 PS 021 684

Ames, Carol; And Others
Parent Involvement: The Relationship between School-to-Home Communication and Parents' Perceptions and Beliefs. Report No. 15.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; Elementary Education; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Student Motivation
IDENTIFIERS- *Communication Strategies

This study, part of a larger longitudinal study on school-to-home communications and parent involvement, examined the relationship between teachers' school-to-home communications and parental perceptions and beliefs, parental involvement, and children's motivation-related outcomes. The teacher sample included 14 second-grade and 11 fourth-grade teachers who volunteered to engage in three categories of school-to-home communications: (1) provide parents with information about classroom work and practices, (2) provide parents with information about their own child's work and progress, and (3) provide parents with assistance in working with their child on schoolwork at home. The children in these teachers' classrooms made up the child sample, and the parent sample consisted of parents of all children in each classroom. The findings of the study suggest that the frequency and content of school-to-home communications are important. When these communications contain information that may influence parents' perceptions of their child as a learner, when they give parents a sense of efficacy, and when they make the parent feel comfortable with the school, parent involvement may be enhanced. (Author)

ED 362 292 PS 021 720

Burns-Hoffman, Rebecca
Scaffolding Children's Informal Expository Discourse Skills.

PUB DATE- 26 Mar 93
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993). Broken print occurs throughout document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; *Connected Discourse; Dialogs (Language); Feedback; *Individual Differences; Interpersonal Communication; Language Acquisition; *Language Patterns; *Language Usage; Preschool Children; Preschool Education; Preschool Teachers; *Teacher Response; *Teacher Student Relationship
IDENTIFIERS- *Scaffolding

The term "scaffolding" refers to adult behaviors that support and guide children's participation in activities, including speech events, enabling the children to extend the range of what they are able to do without assistance. A study examined how scaffolding behavior in support of expository discourse differed among preschool teachers in classroom activities with the same children. Study participants included 12 preschool children who participated in activity sessions (e.g., free play, making paper flowers, or making sandwiches) with three teachers in the Psychology Department nursery of the University of Edinburgh. Classroom discourse was recorded and transcribed, and sections in which a child's expository proposition was followed by adult responses that were semantically contingent upon the child's utterance were analyzed. The adults' responses were coded using social interactionist labels and tallied in terms of the scaffolding functions provided; e.g., shaping the child's utterance or representation through feedback; reinforcing a key phrase; maintaining joint attention; linking propositions to experience; and extending the proposition to a greater number of implications. The study found less scaffolding with 5-year-olds than 3- or 4-year-olds, though the questioning function increased with age. The amount of scaffolding provided differed among the teachers, but the distribution by type of scaffolding was remarkably consistent for all adults. (AC)

ED 362 333 PS 021 824

Health and Human Services Issues. United States General Accounting Office Transition Series.

PUB DATE- Dec 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Abuse; Data Collection; Federal Government; *Federal Programs; Federal Regulation; Food and Drug Inspectors; *Human Services; Public Agencies; *Public Policy; *Resource Allocation; Social Problems; Welfare Services
IDENTIFIERS- Department of Health and Human Services; Family Support Act 1988; *Policy Issues; Social Security

Discussing major policy, management, and program issues facing Congress and the Clinton administration in the area of health and human services, this pamphlet provides recommendations for the Department of Health and Human Services (HHS) regarding the social security system, the welfare system, preventing child abuse, and safeguarding the nation's food supply. Following an overview of important issues facing the nation, the second section suggests steps to bolster public confidence in the social security system, including building the system's trust fund by increasing contribution levels and modernizing computer systems. The next section provides recommendations for continuing the welfare reform movement and the implementation of the Family Support Act, such as developing automated data systems to effectively manage caseloads, setting goal-oriented program performance standards, and identifying and sharing effective initiatives between states. The fourth section suggests that HHS provide states with greater flexibility in using government funds to prevent child abuse through early intervention and that a national foster care system be developed to provide outcome-oriented data on child welfare services. The final section proposes that an agency-wide system for tracking regulation development be implemented in the Food and Drug Administration to improve agency effectiveness and better allocate existing resources. Includes references for 22 related GAO products. (BCY)

ED 361 940 EC 302 407

Friesen, Barbara J.; And Others

Family Research and Demonstration Symposium Report.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 93
NOTE- 60p.; Summary of symposium entitled Family Symposium: Developing a Research and Demonstration Agenda for Services in Children's Mental Health (Arlington, VA, November 22-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advocacy; *Behavior Disorders; Child Health; Cultural Pluralism; *Emotional Disturbances; *Family Programs; Financial Support; Mental Health; *Research Methodology; *Research Needs; Social Support Groups; Teamwork; Training

This symposium report is designed to provide guidance about major conceptual and methodological issues in research relating to families whose children have emotional, behavioral, or mental disorders. Participants in the symposium identified historical themes, dominant constructs, methodological issues, and recent developments related to family research in children's mental health. Four research areas for further development were then identified, and each research area was assigned to a work group, which defined the area and identified further research issues. The four areas were: parent-professional collaborations and training systems; family support and family advocacy; multicultural competence; and financing of family support and family-centered services. Participants then generated recommendations regarding conceptual and material support needed to advance the research agenda. Appendixes contain a list of participants; outlines of presentations by Joan Patterson and George Singer; a list of family research themes and topics; and a list of eight references and resources. (JDD)

ED 362 000 FL 021 341

Wilkinson, L. David; And Others
Newcomers: Different Language, Different Culture, Big Challenge.
SPONS. AGENCY- Austin Independent School District, Tex.
PUB DATE- 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 28-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *English (Second Language); High Schools; High School Students; Immigrants; Intensive Language Courses; Language Proficiency; *Limited English Speaking; Second Language Instruction; Second Language Learning; Second Language Programs; Student Characteristics
IDENTIFIERS- Austin Independent School District TX

The Austin (Texas) Independent School District (AISD) has long received federal grant funds under Title VII of the Elementary and Secondary Education Act to supplement its regular bilingual and English-as-a-Second-Language (ESL) programs. In 1990-91, AISD was awarded a 3-year grant to serve a population of limited-English-proficient (LEP) high school students termed "newcomers." For the purpose of the program, a newcomer was defined as a student who had been in the United States for 1 year or less. These students typically have limited or interrupted schooling in their home countries and a wide range of literacy skills. Because increasing numbers of immigrants were enrolling at three AISD high school campuses, AISD developed its Title VII Newcomers Program, whose goal is to improve the English proficiency and the achievement skills of the targeted students. Class size is kept relatively small, and the students receive 3 hours of intensive English instruction daily, which includes listening, reading, writing, grammar, and vocabulary. In addition, students may enroll in a variety of subject areas to complete their schedules. The intent of the program is for students to attend regular ESL classes at the end of 1 year's service. It was decided that, if a student entered the program late in the school year, or was unable to make the transition, allowances could be made at the discretion of the Language Proficiency Assessment Committee located at each campus. (Author/AB)

ED 362 021 FL 021 474

Quay, Suzanne

Bilingual Evidence against the Principle of Contrast.

PUB DATE- 10 Jan 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Linguistic Society of America (67th, Los Angeles, CA, January 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Bilingual Students; *Contrast; English; Foreign Countries; Infants; Language Acquisition; Language Research; Lexicology; *Linguistic Theory; Morphology (Languages); Preschool Education; Spanish; Videotape Recordings; Vocabulary Development

Prior research on early lexical acquisition in bilingual infants has been used by Clark (1987) to support the Principle of Contrast, which states that every two forms contrast in meaning. In this study of an English-Spanish bilingual child, it is argued that the Principle of Contrast is not applicable to bilingual acquisition in general. Daily diary records were supplemented by weekly video recordings from age 1;3 to 1;10. The adults involved spoke either only English with the child or only Spanish. The child's lexicon up to age 1;10 showed that one-third of the child's first 150 words was made up of translation equivalents that were synonymous in reference. Contrast, therefore, cannot be generalized to include bilingual acquisition if there is even one case that refutes its condition that children will give priority to known words and reject apparent synonyms in the earliest stages of acquisition, (Contains nine references.) (Author/JP)

ED 362 042 FL 021 506

Krieken, Robert van
Construct Validation of Question Formats for Dutch Central Examinations in Foreign Language Reading Comprehension.

PUB DATE- 9 Jul 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Multiple Choice Tests; *Reading Comprehension; Scores; Secondary Education; Second Language Instruction; *Second Language Learning; Test Construction; *Test Format; *Test Validity
IDENTIFIERS- *Netherlands

The research project reported in this paper had two aims: to demonstrate what standard multiple-choice questions and two new varieties (multiple-choice cloze and guided summary test and to assess whether the new formats test the same skills. To find out what the various question formats test, the study looked at a battery of tests, each of which was aimed at testing a different factor that might contribute to reading comprehension. Factors that are not intended to be measured by exam questions, such as non-verbal intelligence and topic knowledge were included as well as the known components of a model. In the first of two experiments, 500 pupils took the whole battery and 1 of the 2 multiple-choice formats. In a second experiment, a smaller group took a selection from the battery, multiple-choice items and a guided summary. Latent correlations between the tests in the battery demonstrated that there was more coherence among the tests of reading comprehension components than between these and the tests of topic knowledge and non-verbal intelligence. Differences in the content of the three question formats were not found. Each question format correlated to roughly the same amount with all the reading/comprehension abilities. The multiple-choice cloze, however, exhibited consistently lower correlations than the other question formats. (Author/JL)

ED 362 141 HE 026 751

Morsy, Zaghloul, Ed.; Altbach, Philip G.
Higher Education in International Perspective - Toward the 21st Century.
PUB DATE- 93
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Accountability; Case Studies; Developed Nations; Developing Nations; *Educational Finance; Educational Planning
*Educational Trends; Essays; Foreign Countries; *Futures (of Society); *Higher Education; Institutional Autonomy; Long Rang
Planning; *Political Influences; *Relevance (Education); Research and Development; Trend Analysis
IDENTIFIERS- Africa; Asia; Europe; Middle East; USSR

This book presents a collection of essays dealing with key iss and trends facing the future of higher education on the international level as the world moves into the 21st century. Essays and their authors are as follows: "The Idea of the University: Changing Roles, Current Crisis and Future Challenges" (Torsten Husen); "Patterns in Higher Education Development: Towards the Year 2000" (Philip G. Altbach); "Autonomy and Accountability in Higher Education" (Orlando Albornoz); "Open Universities: A Comparative Approach" (Tony Kaye, Greville Rumble); "Privatization of Higher Education" (Jandhyala B. G. Tilak); "University, Research, Development" (Abdallah Laroui); "Universities and National Development: Issues and Problems in Developing Countries" (Lawrence J. Saha); "Rethinking the Financing of Post-Compulsory Education" (Jean-Claude Eicher, Thierry Chevaillier); "French Speaking Universities in Sub-Saharan Africa: A Critical Impasse" (Francois Orivel); "Latin America: Higher Education in a Lost Decade" (Simon Schwartzman); "The Problems of Higher Education in the Arab States" (Raji Abou-Chacra); "Higher Education and Development: The Experience of Four Newly Industrializing Countries in Asia" (Jasbir Sarjit Singh); "The Development of Higher Education in Eastern and Central Europe in the Aftermath of Recent Changes" (Jan Sadlak); "'Soviet' Higher Education in a Changing Political, Social and Economic Context" (Stanislav Merkuriev); "Changing Higher Education Policy: Three Western Models" (Osmo Kivinen, Risto Rinne); "Higher Education in the United States in the Year 2000" (D. Bruce Johnstone); and "Promoting Higher Education's Contribution to the Developing European Community" (Hywel Ceri Jones). (Papers include references.) (GLR)

ED 362 160 IR 016 316

Cole, Peggy
Learner-Generated Questions and Comments: Tools for Improving Instruction.
PUB DATE- Jan 93
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; Community Colleges; *Constructivism (Learning); Educational Psychology; Homework; Instructional Design; *Instructional Improvement; *Journal Writing; Metacognition; Models; Questioning Techniques; Student Evaluation; Student Journals; *Student Reaction; *Teacher Role; *Teaching Methods; Two Year Colleges; Two Year College Students

It is argued that increased use of learner-generated questions and comments can benefit every stage of the instructional process. A strategy is proposed that integrates design into the implementation of instruction. The emerging interest in learner-generated questions has followed the paradigmatic shift in psychology from behaviorism to constructivism. The generative/constructivist learning model is consistent with encouraging learners to become independent by learning how to learn. Developing the ability to monitor one's own comprehension, articulate questions, and explore answers requires time and practice that can be afforded through student journals written as homework. The use of the journal writing approach in a community college setting is described. The superiority of journal writing to the use of adjunct questions is described. A vehicle like the student journal allows the learner to share questions and comments, while the teacher is able to monitor comprehension, identify misconceptions, and empower the learner to complete the task. Recommendations are given for implementing student journal writing. Two tables compare questions and journal entries. (Contains 59 references.) (SLD)

ED 362 312 PS 021 768

Smoke-Free Child Care = Proyecto de Cuidado Diurno Para Ninos
Donde "No se Fuma."

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Health; *Day Care; Early Childhood Education; *Health Promotion; *Prevention; *Smoking
IDENTIFIERS- Environmental Tobacco Smoke; *Smoke Free Schools

This packet of materials on smoke-free child care contains: (1) "Smoke Free Child Care," a booklet warning child care providers about the dangers of second-hand smoke and the fact that children often imitate adult behaviors, such as smoking; (2) "Smoke-Free Child Care: A Booklet for Family Day Care Providers," warning about the dangers of second-hand smoke; (3) "Smoke-Free Child Care: A Study Guide for Family Day Care Providers," which includes a quiz and fact sheet about the dangers of second-hand smoke; (4) "Coqui Likes His Air Smoke-Free," an animated anti-smoking story booklet for children; (5) a similarly entitled children's coloring booklet; and (6) a pamphlet warning adults about the dangers of second-hand smoke and the fact that children imitate adult behaviors, such as smoking. All items except the booklet for family day care providers are also provided in Spanish. (MDM)

ED 362 391 SE 053 663

Lederman, Norman G.; Latz, Mark

Emergence and Interactions of Knowledge Structures in the Preservice Teacher.

PUB DATE- Apr 93
NOTE- 44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; Educational Research; Higher Education; High Schools; *Intellectual Disciplines; *Knowledge Level; Preservice Teacher Education; *Science Instruction; Science Teachers; Secondary School Science; Teacher Characteristics; Teacher Qualifications
IDENTIFIERS- Preservice Teachers

The purpose of this longitudinal investigation was to assess the nature, development, and changes in preservice secondary science teachers' (n=12) conceptions/knowledge structures of subject matter and pedagogy as they proceeded through a fifth-year Master of Arts in Teaching (MAT) program. Open ended written questionnaires were used in Phase I of this investigation. Five subject matter questionnaires and five pedagogy questionnaires were completed over the span of the entire MAT preparation program. In Phase II, a 45-minute video taped interview was conducted. It appears that preservice science teachers do not have well formed and integrated subject matter or pedagogy knowledge structures. (PR)

ED 361 959 EC 302 429

Frank, Adrienne; McCollum, Jeanette
Transdisciplinary Arena Assessment Process Viewing Guide. A Resource for Teams.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 92
NOTE- 77p.; For the videotape, see EC 302 430.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Disabilities; Early Childhood Education; *Early Intervention; *Evaluation Methods; Family Involvement; *Interdisciplinary Approach; Intervention; Models; Teamwork; Videotape Recordings
IDENTIFIERS- Individualized Family Service Plans; *Transdisciplinary Approach

This guide was developed to accompany a 43-minute video that introduces early intervention personnel to the transdisciplinary (TD) assessment process. The transdisciplinary team consists of the family and professionals from various disciplines, working together to share information and skills across disciplinary boundaries in assessment, program planning and implementation, and evaluation of progress. It is an arena model in that one team member is prepared and authorized to interact with the child and family to elicit a range of child behaviors while other team members observe. The guide illustrates a six-step assessment process leading to the development of an Individualized Family Service Plan. The six steps include: pre-assessment home visit, pre-assessment planning meeting, arena assessment, post-assessment review meeting, report writing, and debriefing. Five supporting activities, with varying levels of learning and time requirements, are provided to help viewers of the videotape achieve a deeper understanding of the assessment process. These activities include: reviewing the video with guided observation, reviewing the video with guided observation and group discussion of the individual steps, group discussion of the TD model and process, analysis of current team process, and goal setting by the team. Appendixes provide assessment forms, a checklist for guided observation, and a list of 35 references. (JDD)

ED 362 084 HE 026 692

Piper, Thomas R.; And Others
Can Ethics Be Taught? Perspectives, Challenges, and Approaches at Harvard Business School.
PUB DATE- 93
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Business Administration Education; Business Responsibility; Codes of Ethics; College Faculty; *Ethical Instruction; Ethics; Graduate Students; Higher Education; Leadership; Moral Values; *Program Development; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Business Ethics; *Business Schools; *Harvard University MA

This book describes in five chapters how the Harvard Business School has redeveloped its curriculum to place leadership, ethics, and corporate responsibility at the center of its mission. Chapter 1, "Rediscovery of Purpose: The Genesis of the Leadership, Ethics, and Corporate Responsibility Initiative," (Thomas R. Piper) describes the context for the ethics education movement in the business world and sets the stage for the public discussion of the place of and methods for teaching ethics in a business school setting. Chapter 2, "Is It Too Late? Young Adults and the Formation of Professional Ethics," (Sharon Doloz Parks) looks at the values, hopes, and receptiveness of contemporary graduate business education students by reviewing the research and examining models of moral development. Chapter 3, "Engaging the Power and Competence of the Faculty," (Mary C. Gentile) documents and describes faculty reactions and contributions to the initiative at the Harvard Business School. Chapter 4, "A Program to Integrate Leadership, Ethics, and Corporate Responsibility into Management Education," (Thomas R. Piper) contains a detailed description of the Harvard program including guiding beliefs, program structure, second-year electives, and community outreach. The book also includes an epilogue (by Thomas R. Piper) and appendixes providing a brief institutional history and a list of internal research projects. Individual chapters include reference notes. (JB)

ED 362 122   HE 026 730

Jegede, Olugbemiro J.; Noordink, Peter
The Role of Critical Thinking Skills in Undergraduate Study as Perceived by University Teachers across Academic Disciplines.
PUB DATE- 26 Jun 93
NOTE- 21p.; Paper presented at the Annual Conference on Problem Solving across the Curriculum (4th, Geneva, NY, June 24-26, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; *Academic Achievement; College Faculty; *Critical Thinking; Foreign Countries; Higher Education; Intellectual Disciplines; *Problem Solving; Student Educational Objectives; Teacher Attitudes; *Thinking Skills; *Undergraduate Study
IDENTIFIERS- *Problem Centered Curriculum

This study investigated the perception of university teachers regarding what critical thinking skills are needed for successful undergraduate study, and determined the relative importance of these skills within and across academic disciplines. A total of 31 university teachers in 6 academic disciplines of Physical Sciences, Biological Sciences, Social Sciences, Humanities, Engineering, and Education in an Australia in university responded to a 72-item questionnaires about their perception of the frequency and importance to success of each item within their academic disciplines. The results showed that academic staff perceive critical thinking skills as having a fundamental role in undergraduate studies and that though a large number of skills are common to all disciplines, some of them are specific to different disciplines. Overall, the skills rated as most important were the abilities to explain ideas with reasonable clarity, to critically reflect on and analyze all information presented, to assemble facts to determine the validity of an argument, and to draw sound inferences from the information formed or given. Common errors cited were a reluctance to be analytical, presentation of a poorly structured argument, and disregarding facts or evidence in drawing conclusions. (JB)

ED 362 199   IR 016 355

Sales, Gregory C.; Johnston, Michael D.
Digitized Speech as Feedback in Computer-Based Instruction.
PUB DATE- Jan 93
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary School Students; *Feedback; Grade 5; Grade 6; Intermediate Grades; Middle Schools; Pretests Posttests; Reading Ability; *Sex Differences; *Speech Synthesizers; Student Attitudes
IDENTIFIERS- *Digitizing; Middle School Students

Two studies were conducted in an effort to better understand the role of digitized speech as feedback in computer assisted instruction (CAI). The first study examined the use of familiar and unfamiliar voice feedback in two CAI lessons designed to teach advertising techniques to fifth graders. Subjects were 100 fifth graders from suburban Minneapolis (Minnesota). No differences were found between responses to the familiar and unfamiliar voices. In the second study, 145 sixth graders and a subset of 41 high and 49 low reading ability students from suburban Minneapolis (Minnesota) listened to feedback that was spoken audio only, printed and spoken, and spoken by an animated character. Analysis indicates that the type of feedback makes no significant difference, although there is a consistent tendency for students receiving the voice only feedback to score higher on the posttest, possibly because supplementing with text or graphics divides learners' attention. Overall results suggest that whose voice is used seems to be of little importance, although the gender of the speaker can influence performance. Females outperformed males when a female voice was used. When the agent was male, no effect for gender was found. Students appeared to enjoy the animated characters and to talk back to the computer more than did students in other treatments. Nine figures and four tables illustrate the findings. (Contains 18 references.) (SLD)

ED 362 217 JC 930 405

Schulman, Jane
Project TEACH (Teacher Education: A Career Headstart).
SPONS. AGENCY- Fund for the Improvement of Postsecondary
Education (ED), Washington, DC.
PUB DATE- 30 Sep 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)

DESCRIPTORS- *Career Counseling; *College Transfer Students; Community Colleges; *Curriculum Development; Educational Counseling; Educational Innovation; Group Counseling; Program Effectiveness; Program Implementation; *Teacher Education Programs; *Teacher Recruitment; Teacher Shortage; Two Year Colleges
IDENTIFIERS- City University of New York La Guardia Comm Coll

Project TEACH (Teacher Education: A Career Headstart) was create at LaGuardia Community College (LCC), New York, to recruit community college students for a career in teaching and provide them with educational, personal, and career support and counseling as they complete a pre-education curriculum. During its 3 years in operation, Project TEACH encountered major bureaucratic hurdles. While LCC approved the pre-education curriculum, the central administration of the City University of New York did not. Though there were good working relationships among LCC's Project TEACH, the Board of Education, and Queens College, articulation agreements between the two colleges were not significantly improved and planned paid internships were never realized. The project's learner-centered goals were accomplished, however. Students successfully progressed through LCC's teacher education curricula, with 46% earning a grade point average of 3.0 or higher. All students received individual and group counseling and met in learning groups with an education major from Queens College or the project counselor. Of the 212 community college students who were recruited for Project TEACH and pursued the program, 45 students transferred to four-year teacher education programs. Project TEACH demonstrated that many talented community college students are interested in becoming teachers and could benefit from the development of a pre-education curriculum, if the relationships between two- and four-year institutions were improved and four-year teacher education programs were more flexible. An executive summary is included. (ECC)

ED 362 235 JC 930 459

Barman, Charles R.; Allard, David W.
The Learning Cycle and College Science Teaching.
PUB DATE- May 93
NOTE- 16p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..."

(150)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *College Science; College Students; Higher Education; *Instructional Innovation; *Learning Processes; Learning Strategies; Piagetian Theory; *Science Course Improvement Projects; Science Curriculum; Science Instruction; Student Centered Curriculum; *Teaching Methods
IDENTIFIERS- *Learning Cycle Teaching Method

Originally developed in an elementary science program called the Science Curriculum Improvement Study, the learning cycle (LC) teaching approach involves students in an active learning process modeled on four elements of Jean Piaget's theory of cognitive development: physical experience, referring to the biological growth of the central nervous system; social interaction; physical maturation; and self-regulation, the active process of forming concepts. The LC approach consists of three phases. The first phase is exploration, in which students are engaged in motivating activities that require physical experiences and social interaction to provide a basis for the development of specific concepts. In the second phase, concept introduction, the instructor builds on students' exploratory experiences to introduce the main concepts of the lesson. The final phase, concept application, provides students with an opportunity to study additional examples of the main concepts or to challenge themselves with new tasks requiring extrapolation from earlier lessons. Implementing the LC requires a shift in educational philosophy from the view of students as empty vessels to be filled with large amounts of information to the use of strategies emulating scientific methodology and incorporating recent cognitive science findings. Flow charts of the LC process, graphs, are included. (Contains 21 references.) (MAB)

ED 362 252 JC 930 481

Miami-Dade Community College Fact Book, 1993-1994.

PUB DATE- 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Ethnic Groups; *Facilities; Minority Groups; Outcomes of Education; Program Effectiveness; School Business Relationship; *School Community Relationship; *School Demography; Special Needs Students; Success; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Miami Dade Community College FL

Prepared for an audience unfamiliar with Miami-Dade Community College (MDCC), as well as for college personnel, this factbook provides a historical overview of the college, information on success and impact, perceptions of MDCC at state and national levels, and information on college resources. The factbook provides: (1) a list of MDCC's values and goals and a brief profile; (2) lists of the district board of trustees, chief administrative officers, and foundation board members; (3) demographics for fall credit student headcounts and degree and certificate awards since 1960; (4) statistics on enrollment; credit students' reasons for enrolling; credit load; student origins, ethnic distribution, native languages, gender and age; and disabled students; (5) discussions of the need for college preparatory coursework, entering students' basic skills status and performance by subject area, student placement test scores, and preparatory course enrollments and completions; (6) a history of MDCC; (7) measures of success, including a discussion of preparing underprepared students, success of college preparatory completers and adequately prepared students, entry-level skills of associate degree recipients, follow-up of associate degree students, state licensure examination pass rates, College-Level Academic Skills Test (CLAST) pass rates; (8) a discussion of MDCC as an economic contributor in Dade county, a source of further education, and a feeder to other higher education systems; (9) a discussion of the national, community, and student perceptions of MDCC; and (10) a description of institutional resources. including facilities, staff and faculty, and finances. (MAB)

ED 362 353 RC 019 311

Rodriguez, Rachel; And Others
Family Violence and Migrant Women: Implications for Practice.
Migrant Clinicians Network Clinical Supplement.
SPONS. AGENCY- Department of Health and Human Services,
Washington, D.C.
PUB DATE- May 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Battered Women; Elementary Secondary
Education; *Family Violence; *Identification; *Migrant Health
Services; Migrant Programs; *Migrant Workers; Outreach

Programs; Pregnancy; *Prevention; Sexual Abuse; Social Services

This newsletter supplement is devoted to the theme of domestic violence affecting migrant women. It contains four articles describing programs providing violence prevention education to migrant women and children. "Family Violence and Migrant Women: Implications for Practice" (Rachel Rodriguez) discusses the social isolation of migrant women; types of abuse, including preventing access to health care; abuse as an issue of power and control (not culturally acceptable behavior); the role of alcohol and substance abuse; and research needs. "Screening for Spouse Abuse in Primary Care Settings" (Janet Quillian) describes the incidence of physical abuse of women and teenage girls by husbands or boyfriends; abuse during pregnancy and related pregnancy and infant outcomes; and identification, documentation, and possible interventions by health professionals. "Battered and Pregnant" (Judith McFarlane) presents research that examined the prevalence of physical or sexual abuse among pregnant women; differences in incidence and severity among Anglos, Hispanics, and African-American women; and women's willingness to report abuse verbally to a health care provider as opposed to recording it on a medical intake form. "Battering of Migrant Women: A Migrant Outreach Program's Response" (Angela J. Cole) describes efforts of a Cumberland County (New Jersey) migrant health center to address the high incidence of domestic violence in migrant-worker camps, including outreach services, needs assessment, distribution of bilingual lists of "area resources" related to domestic violence, staff in-service education, and a school-based program aimed at influencing children's attitudes about violence toward women. Also included is a domestic violence assessment form in English and Spanish. (SV)

ED 362 371 RC 019 349

Ruhl-Smith, Connie; Smith, James M.
Teacher Job Satisfaction in Rural Schools: A View from the Texas Panhandle.
PUB DATE- Aug 93
NOTE- 35p.; Paper presented at the Annual Conference of the National Council of Professors of Educational Administration (Indian Wells, CA, August 1993).
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; *Job Satisfaction; Peer Relationship; Professional Autonomy; *Rural Schools; School Districts; *Small Schools; *Teacher Attitudes; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- *Texas (Panhandle)

Job satisfaction and its components were investigated among 156 teachers in 15 of the smallest school districts in the Texas panhandle. The districts were randomly selected from all panhandle districts having an average daily attendance of 200 students or less. Respondents completed a 28-item modified version of the Community Attitudes Toward Education Survey. Over 90 percent of respondents were satisfied or very satisfied with teaching. Factors that contributed to these teachers' satisfaction included respect for and relationships with other teachers in the school, positive attitudes toward students, and teacher involvement in school governance. Responses to open-ended queries included positive comments about small class size, student attitudes, fellow teachers, collegiality, and relaxed environment. Positive and negative comments were received about parent involvement, student discipline and responsibility, and home-school relations. Negative comments referred to the school board-teacher relationship, school closings, rural isolation, and financial problems. Recommendations for administrative action are outlined. Contains 59 references and the survey questions. (SV)

ED 362 065 FL 021 557

Steele, Ross; Suozzo, Andrew
Teaching French Culture. Theory and Practice.
PUB DATE- 94
NOTE- 219p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthropology; Cultural Awareness; *Cultural Education; *French; Higher Education; High Schools; Language Proficiency; *Second Language Instruction; Second Language Learning; Stereotypes; Study Abroad; Teaching Methods
IDENTIFIERS- Authentic Materials; *French Culture

In today's global village, the choice of languages and cultures offered to the high school and college student in constantly increasing. Several reasons are offered for choosing the more traditional option of French/Francophone culture: internationalism, political contributions, intellectual achievements, France's role in Europe and in technology, France's economy and artistic history, and personal reasons. Topics discussed in this book include (1) approaches to teaching culture, (2) empathy and the predetermined syllabus, (3) stereotypes, (4) teaching a high-context culture, (5) anthropology and the teaching of culture, (6) using authentic materials, (7) the return of high culture, (8) assessment of cultural competence, (9) the study-abroad program, and (10) France today. Included in the appendices are materials related to foreign language proficiency guidelines for the French culture, and teaching and cultural competence. (JP)

ED 362 104 HE 026 712

Dennis, Everette E., Ed.; LaMay, Craig L., Ed.
Higher Education in the Information Age.

PUB DATE- 93
NOTE- 176p.; Originally published as a special double issue of the Gannett Center Journal, Spring-Summer 1991.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- College Instruction; *College Role; Colleges; *Educational Responsibility; *Higher Education; Information Scientists; Intellectual Freedom; Journalism Education; Mass Media; *News Media; *Politics of Education; *Publicity; Research; School Newspapers; *School Support; Undergraduate Study; Universities

This book of 16 author-contributed chapters examines issues of the media and public institutions of higher education including: the media ranking of universities and their contribution to low expectations of universities; the disjunction between massive support for college and university sports events and the intellectual and presumed academic missions of these institutions of higher learning; and boosterism as a general phenomenon in funding. Essays and their authors are: "Mixed (Up) Messages: Universities and the Media" (John F. Burness); "Social Knowledge and Market Knowledge" (Howard Buchbinder and Janice Newson); "Acquiring an Alma Mater or Achieving an Education" (Thomas W. Bergmann); "Gumshoes at the Gates" (Richard M. Cyert); "The 'Ivy Leaguers'" (Lawrence C. Soley); "Scholarship in the Public Interest: Notes from a Soundbite" (Richard W. Bulliet); "Publicize or Perish" (Trudi Spigel); "College Sports Inc." (Murray Sperber); "Grub Street in the Groves of Academe" (Ceil Cleveland); "The Best Campus Dailies" (Jacki Hampton); "Journalism Education: Is There a More Meaningful 'There' There?" (Douglas Birkhead); "The World at Our Fingertips" (Merrily E. Taylor); "The Silicon Scholar" (William H. Graves); "How Free Is Higher Education?" (Howard Zinn); "The Tyranny of Virtue" (Roger Kimball); and "The Academy and Its Discontents" (James W. Carey). (GLR)

ED 362 272 PS 021 685

Schmitt, Kelly L.; And Others

Children's Visual Attention to Formal Features of Television at Home.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- Mar 93

NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Attention; *Audience Response; *Children; Family Environment; Naturalistic Observation; Television Research; *Television Viewing; Violence; Visual Stimuli

IDENTIFIERS- Feature Analysis; *Formal Features; *Visual Attention

This study examined children's attention to formal features and other attributes during television viewing. Subjects were 40 children, ages 2, 5, 8 and 11 years old, who were videotaped watching television at home during a 10-day period. Among other attributes, children's visual attention to television was coded, along with television program attributes including movement, cuts, animation, text, nonhuman characters, men, women, and children. Also coded were two content-related features: purposeful action by a character (other than talking) and violence. Analysis revealed that the children's attention increased significantly in the presence of movement, animation, cuts, purposeful action, violence, and nonhuman characters. Attention was depressed in the presence of text and adult human characters. (MM)

ED 362 334   PS 021 836

Student Success through Collaboration: A Policy Statement of the Council of Chief State School Officers.

PUB DATE- Nov 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Cooperation; Educational Improvement; *Educational Policy; Educational Principles; Elementary School Students; Elementary Secondary Education; Human Services; *Institutional Cooperation; Position Papers; Public Schools; *School Community Relationship; Secondary School Students; *Student Welfare; *Well Being

Arguing that educational institutions share responsibility with social service and welfare institutions for addressing the range of children's needs, this policy statement presents principles and strategies for implementing broader collaboration with community organizations. Introductory sections acknowledge the need for joint action and identify student needs as health and physical competence, personal and social competence, cognitive and creative competence, vocational competence, and citizenship. Next, principles guiding this change are presented, including that desired outcomes be defined in positive terms and actions aligned to achieve those objectives; that educators contribute to an effective system of support for children by being responsive to child diversity, flexible, prevention oriented, and family centered; that educators integrate efforts to support children and families into efforts to restructure schools; and that these changes be part of a larger national effort. Seven strategies for change are then presented, including: (1) developing cross-sector outcomes-based accountability; (2) developing creative strategies for financing children and family support; (3) establishing local governance structures; (4) implementing new systems of professional development; (5) reevaluating school policies and programs; (6) increasing school cooperation with families; and (7) implementing youth development opportunities. Concluding sections call on state governments to take an active role in implementing these strategies. (BCY)

ED 362 392 SE 053 664

Boyle, Robert A.; And Others
Epistemic Motivation and Conceptual Change.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Students; *Epistemology; Factor Analysis; Interviews; Science Education; *Student Motivation; Surveys; *Test Construction
IDENTIFIERS- *Conceptual Change; Epistemic Research; *Survey of Elementary Epistemic Motivation

While the conceptual change model of learning has contributed much to our understanding of how children learn science, recent criticisms of the model point out its lack of attention to motivational issues. This paper examines one such motivational construct of importance to the model: epistemic motivation. After a description of the construct, we describe our work on developing an instrument to measure epistemic motivation, and we discuss interview data that also helps explicate how this construct operates in elementary school children. We also discuss links to other areas of the educational literature. Contains 26 references and provides sample items from the first and second versions of the Survey of Elementary Epistemic Motivation. (Author)

ED 361 941 EC 302 408

States' Timelines in Special Education: Referral through Placement. Report. Project FORUM.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Jul 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Disabilities; Educational Diagnosis; Educational Policy; Elementary Secondary Education; Eligibility; *Handicap Identification; Individualized Education Programs; National Surveys; Referral; School Schedules; *State Standards; *Student Evaluation; *Student Placement; *Time

IDENTIFIERS- *Timelines

This study describes the timelines established by states for the processes of referral, assessment, eligibility determination, Individualized Education Program development, and placement of students with disabilities in special education. The purposes of the study, based on survey data from 50 states and the District of Columbia, were to summarize recent state policy and to identify areas in policy or practice that lead to variation in timelines across states. Findings indicate that the majority of states do not have separate timelines for each component in the process from referral to placement. For the timeline from referral to placement, 7 states had a total timeline of from 50 to 126 calendar days (median of 90) and 6 states had a total timeline of 40 to 75 school days (median of 53). Factors inherent in each phase of the process that can affect the length of the timelines are discussed. An appendix provides the timeline for each state. (JDD)

commissioners/directors. (Contains 29 references.) (DB)

ED 361 980 EC 302 451

Coleman, David A., Jr.; And Others
Facilitated Communication: Empirical Data and Considerations for Practice.
PUB DATE- Jun 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 1-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Autism; Communication (Thought Transfer); *Communication Aids (for Disabled); *Communication Skills; *Interpersonal Communication; Intervention; Reliability; Research Methodology; Research Needs; Research Problems; *Validity
IDENTIFIERS- *Facilitated Communication

This paper addresses issues in the use of facilitated communication with persons having severe communication impairments, including autism. The research on facilitation is summarized, indicating that the vast majority of studies have found no evidence of communication but have found evidence of facilitator influence on the communicator's response. Difficulties in proving true communication with this approach are noted. Questions about the reliability and generalizability of positive results are raised. Ethical, legal, and social concerns in the use of this methodology are also raised. These include differences between groups over whether facilitated communication should be used with a particular individual, risks of legal liability (as in accusations of sexual abuse under facilitated communication), and the social impact of such allegations on family or staff. Guidelines are suggested, which include evaluating the individual for ability to communicate without facilitator influence. The importance of establishing baseline communication competency is stressed. Above all, further research is urged to find out the conditions under which autistic individuals can communicate as well as finding methods for preventing facilitator cuing. (DB)

ED 362 022 FL 021 476

MacLaughlin, Dawn
Second Language Acquisition and the Subset Principle.

PUB DATE- Oct 93
NOTE- 15p.; Paper presented at the Annual Boston University Conference on Language Development (17th, Boston, MA, October 23-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Language Acquisition; *Language Research; Linguistic Theory; *Second Language Learning
IDENTIFIERS- *Subset Principle

The idea is explored that the Subset Principle is available to first language learners but not to second language learners, and that this difference is responsible at least in part, for the fossilization that seems to be characteristic of second language acquisition. Several experiments are reviewed where it has been concluded that the parameter setting in second language acquisition fails to obey the Subset Principle. These studies involve the Case Adjacency, Configurationality, and Governing Category parameters. In each case, it is suggested that the parameter assumed to be involved is not, in fact, a subset parameter. Consequently, the experimental results are not relevant to the Subset Principle. It is also suggested that even if these studies did involve subset parameters, there is an alternative interpretation under which the Subset Principle may still be operative. (Contains 37 references.) (JP)

ED 362 043 FL 021 507

Wolowelsky, Joel B.
A Testing Instrument for High School Arabic, Level III.
PUB DATE- 93
NOTE- 28p.
LANGUAGE- Arabic
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arabic; *Equivalency Tests; *Graduation Requirements; High Schools; High School Students; Immigrants; *Language Proficiency; *Language Tests; Records (Forms); Uncommonly Taught Languages

The Arabic language examination was designed for Jewish immigrants from Syria wishing to satisfy New York State language requirements for high school graduation by indicating their proficiency in Arabic. The test is essentially a translation of a state test of Hebrew, and is intended to test Arabic at the third-year high school level. The materials presented here include three of the four parts of the test (the speaking test is excluded), an answer form, and a teacher's guide to the test and subject area covered in it. While brief introductory sections are in English, the bulk of the materials are in Arabic script. The teachers' scoring key refers to the Hebrew test. (MSE)

ED 362 161 IR 016 317

Cronin, Michael
A Review of Experimental Studies of Interactive Video Instruction in Oral Communication.
PUB DATE- Jan 93
NOTE- 27p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Restructuring; Comparative Analysis; Educational Research; Higher Education; *Instructional Effectiveness; *Interactive Video; Multisensory Learning; Outcomes of Education; Pretests Posttests; Public Speaking; *Speech Instruction; Undergraduate Students

This paper reviews experimental research on the pedagogical effects of three immediate instruction programs in oral communication. Formative evaluations indicate that students enjoyed the level-III interactive video instruction (IVI) programs. Results of an immediate posttest, delayed posttest, control group design indicate that the IVI program "Coping with Speech Fright" appears to be as effective on speech fright and recall measures as lecture/linear videotape instruction by two outstanding public speaking instructors. Furthermore, students in the IVI condition achieved significantly greater reduction of speech fright over a four-week period than did students in the control group. Results of two separate studies using an immediate posttest, control group, comparison group design indicate that students receiving IVI in "Constructing Speaking Outlines" and "Developing Key Ideas: The Four S's" achieved significantly higher immediate recall/application test scores than did students in the control group or the comparison group. Regression analysis indicated no significant effects of novelty, GPA (grade point average), IVI feedback rating, IVI video rating, or nature of participation (voluntary versus required) on cognitive test scores of the IVI treatment group in either study. Two statistical tables are appended. (Contains 50 references.) (Author)

ED 362 181 IR 016 337

Liang, Chaucer Chaoyun; Kushigian, Russell

Configurational Inquiry: Instructional Development Perspective.

PUB DATE- Jan 93
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Evaluation; Educational Research; *Educational Technology; Educational Theories; Elementary Secondary Education; Evaluation Criteria; Higher Education; *Inquiry; Instructional Design; *Instructional Development; Interdisciplinary Approach; Interpersonal Relationship; Synthesis; *Theory Practice Relationship

Promising instructional development perspectives are synthesized into a set of perspectives that might be discussed by the instructional technology profession to set some new directions for the field. An integrated set of criteria, "Configurational Inquiry Instructional Development Perspective" (CIIDP), is proposed. Configurational inquiry means a thorough detection, diagnosis, and appraisal of a variety of human or non-human systems in terms of structure, arrangement, and interrelationship to resolve the problems of the inquirer. The CIIDP had the following four features: (1) systemic thinking as its structure; (2) interdisciplinary approach as its path; (3) human-based inquiry as its heart; and (4) improving interfaces as its top task. The synthesis of these elements provides a new orientation to instructional development and offers an appealing focus. It suggests, not only what instructional development should be, but also how the inquiry into the instructional technology field should be undertaken. Two figures illustrate the discussion. (Contains 17 references.) (SLD)

ED 362 293 PS 021 725

Current Programme 1993.

PUB DATE- Jul 93
NOTE- 106p.; For 1989 programme, see ED 310 869; for 1990 programme, see ED 321 889, for 1991 programme, see ED 338 433; and for 1992 programme, see ED 352 197.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Community Programs; Developed Nations; Developing Nations; *Disadvantaged Youth; *Early Childhood Education; Foreign Countries; *Philanthropic Foundations; *Private Financial Support; Profiles; Program Descriptions
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

This 1993 program report profiles the Bernard van Leer Foundation, a private institution based in The Netherlands that concentrates its resources on support for early childhood development. The first two sections provide a general description of the Bernard van Leer Foundation and its work. The third and fourth sections are the foundation's annual report and financial report for 1992. The fifth and largest section of the program report consists of descriptions of 127 projects in 45 countries that are financed and supported by the foundation. The projects profiled are those active at the end of April 1993 which also have a duration of 1 to 5 years. Each project is described in terms of (1) the sponsoring institution; (2) the project title; (3) the duration of the project activities supported by the foundation; and (4) an outline of the setting in which the project operates and the project's activities. In cases in which a current phase of a project was preceded by earlier phases of Foundation support, these earlier phases are referred to in the text. Concluding the report are a list of 47 publications and videos in English, Spanish, and Portuguese produced by the foundation and a list of the Foundation's trustees and personnel. (MDM)

ED 362 313 PS 021 769

Younkin, William; Blasik, Katherine
Behavior Change Program: A Successful Approach to Changing the Behavior of Disruptive Elementary Students. Program Evaluation.
PUB DATE- 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Elementary Education; *Elementary School Students; *Program Effectiveness; *Student Behavior; Student Placement
IDENTIFIERS- *Broward County Public Schools FL *Disruptive Behavior

This report evaluates the Behavior Change Program, a program in Broward County Public Schools, Florida, that helps severely disruptive elementary school children learn and apply appropriate behaviors. The program is modeled on a level system that moves the student from the self-contained "behavior" classroom to the "regular" classroom based on student performance. Data were collected through a review of project, school, and district records, as well as through observations conducted at a participating elementary school. Interviews were conducted with project staff and school-based and district administrators. A survey was administered to principals and teachers of students who had returned from the program, and a structured telephone interview was conducted with 20 parents (out of 160) whose children had participated in the program. Results indicated that a majority of program staff, parents, principals, and teachers were positive about the program. Principals and teachers reported a success rate of about 50 percent; this rate is expected to rise as results of recent changes in the program take effect. (MM)

ED 362 001 FL 021 343

Lee, Okja
An Investigation of Given-New Taxonomy in Korean Discourse.
PUB DATE- 6 Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (4th, Urbana, IL, April 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Comparative Analysis; Contrastive Linguistics; *Discourse Analysis; English; *Korean; *Language Patterns; Language Research; *Linguistic Theory; Uncommonly Taught Languages

A study investigated the way given and new information is conveyed in Korean discourse by applying a taxonomy of given-new information, based on English discourse, to Korean. The taxonomy presumes that information packaging in natural language reflects sender's hypotheses about receiver's assumptions, beliefs, and strategies. Two types of Korean discourse were analyzed using the taxonomy; results were compared with those of the taxonomy's application to English texts. Results generally support the taxonomy and suggest that: (1) maximal use of old entities in discourse is universal regardless of linguistic differences between Korean and English; (2) topic noun phrases (NPs) in Korean Discourse convey the most given information; (3) generic NPs, always occurring with a topic marker in Korean, also convey the most given information; (4) the notion subject in Korean is not equivalent to that of English in terms of information-packing; (5) the same NP shows varying newness/givenness depending on its function in the discourse; (6) when a NP contains other entities, contained NPs are always the same or higher in familiarity than the host entity; (7) unlike English, the title in Korean academic discourse behaves more like an entity than a frame; and (8) different writing types rely on different sizes of discourse entity in delivering information. (MSE)

ED 362 123 HE 026 731

K through 12 School Reform: Implications and Responsibilities for Higher Education.

PUB DATE- Jul 93

NOTE- 62p.; "Executive Summary" (p1-7) also published separately.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Change Strategies; College Preparation; College School Cooperation; Curriculum Development; *Educational Change; Educational Trends; *Elementary Secondary Education; Evaluation; Government Role; *Higher Education; Minority Group Teachers; Preschool Education; Professional Development; School Restructuring; Statewide Planning; Teacher Education; Trend Analysis; Vocational Education

IDENTIFIERS- *California

This document reviews elementary and secondary education reform movements in California in relation to student preparation for higher education, particularly whether movements now underway are substantive and convincing. The report reviews the national context for educational reform and California's role in that movement. Discussion of reforms in the State notes demographic and social changes, curricular reforms, competency statements, and statewide reform initiatives which have included preschool education, elementary education, and secondary education. Review of these movements includes case studies of two intersegmental programs. Technical and vocational preparation education are also examined. A look at school restructuring considers legislative action and business-education partnerships in Charter schools. Efforts on assessment include evaluation of the California Learning Assessment System and a case study of the Mathematics, Engineering, Science Achievement Program. A section on teacher preparation, induction, and professional development covers recruiting, retaining, and diversifying the pool of new teachers, two case studies on special programs, bilingual teacher training, and professional development. With each topic the document describes new developments, assesses their effectiveness, and relates the effort to higher education. A conclusion emphasizes that understanding and responding to the curricular and pedagogical reforms is a responsibility for all faculty in all educational institutions. (Contains 24 resources. (JB)

ED 362 142 HE 026 752

Bordin, Ruth
Alice Freeman Palmer: The Evolution of a New Woman.
PUB DATE- 93
NOTE- 314p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Biographies; College Presidents; *Educational History; Exceptional Persons; *Feminism; Higher Education; History; Life Events; Middle Class; Sex Fairness; *Social Change; Women Administrators; *Women Faculty; *Womens Education
IDENTIFIERS- *Palmer (Alice Freeman); Wellesley College MA

This book presents a biographical account of the life of Alice Freeman Palmer (1855-1902) who is credited with expanding academic horizons for women in the United States during the late 19th and early 20th centuries. It tells of the obstacles she confronted as she chose both marriage and a professional career as well as illuminates this transitional period in the history of educated, middle-class women at the turn of the century. Using a variety of largely untapped sources, the author tells of Palmer's rise to become president of Wellesley College before the age of 30, and her temporary voluntary positions where she influenced women's education: as trustee of Wellesley College; an adviser to Radcliffe, Barnard, and Pembroke; and as a popular lecturer on women and higher education. The book also tells of her appointment as the first dean of the newly founded University of Chicago and her continuing struggle to ensure women's acceptance in education as students, faculty, and staff. (Contains a bibliography of approximately 200 items and an index.) (GLR)

ED 362 200 IR 016 356

Savenye, Wilhelmina C.

Measuring Teacher Attitudes toward Interactive Computer Technologies.

PUB DATE- Jan 93
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; College Students; Computer Anxiety; Computer Assisted Instruction; *Computer Attitudes; *Computer Literacy; Course Evaluation; Educational Technology; *Education Majors; Elementary Secondary Education; Higher Education; Interaction; Likert Scales; Preservice Teacher Education; Self Concept; *Student Attitudes; Student Teachers; Technological Advancement; Test Use
IDENTIFIERS- Preservice Teachers

In order to investigate how attitudes among preservice teachers are influenced by participation in a computer literacy course and to test the utility of an attitude questionnaire, a study was conducted with 75 college preservice teachers (56 females and 19 males). The course was developed to teach the use and understanding of computer technologies in an educational setting. Seventy-three students completed the Computer Literacy Attitude Survey, developed for this study, at the beginning of the course, and 65 completed it at the end of the course. Participation in the course appeared to improve student attitudes toward computers and their use. After completing the course, students had less anxiety and more confidence, and they generally valued computers more. Students also evaluated the course favorably, commenting on its clarity and utility. Three tables present study findings. (Contains 26 references.) (SLD)

ED 362 273 PS 021 687

Bono, Deborah L.
The Impact of Cooperative Learning on Suzy and Janie's Attitudes about Math.
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Comparative Analysis; Conventional Instruction; *Cooperative Learning; *Elementary School Students; Females; Grade 6; Intermediate Grades; *Mathematics Instruction; *Student Attitudes; Teaching Methods
IDENTIFIERS- Positive Attitudes

This study examined the effect of cooperative learning on two female sixth-grade students' attitudes toward mathematics. The students (one Caucasian, one African-American) were individually interviewed to obtain background information relevant to the study. An initial survey was also given to 17 sixth-graders to obtain general attitudes of sixth-grade females towards mathematics. The two girls were then observed in three learning environments: working on mathematics problems in an individual, competitive, and cooperative setting. A final survey was administered to the two girls, asking them to compare the three methods of instruction and to indicate which of the three they felt most positive about. Findings indicated that the two subjects had more positive attitudes about math in a cooperative setting. This finding was supported by reports and observations of increased enjoyment, increased time on task, and overall positive affective reactions during the cooperative learning situation. (MM)

ED 361 960 EC 302 430

The Transdisciplinary Arena Assessment Process: A Resource for Teams Videotape .

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 92

NOTE- For the guide, see EC 302 429.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Non-print Media (100)

DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; *Evaluation Methods; Family Involvement; *Interdisciplinary Approach; Intervention; *Models; Teamwork

This 43-minute videotape demonstrates a six-step family-centered transdisciplinary arena approach to assessment and service plan development for young children with disabilities. The early intervention transdisciplinary team consists of the family and professionals from various disciplines, working together to share information and skills across disciplinary boundaries in assessment, program planning and implementation, and evaluation of progress. The arena model has one team member prepared and authorized to interact with the child and family to elicit a range of child behaviors while other team members observe. The six steps include: pre-assessment home visit, pre-assessment planning meeting, arena assessment, post-assessment review meeting, report writing, and debriefing. (JDD)

ED 362 066 FL 021 562

Cazden, Courtney B.
Metalinguistic Awareness Revisited: Its Contribution to the Child's Appropriation of Form.

PUB DATE- 91
NOTE- 32p.; Plenary address to the Australian Reading Association Conference (Adelaide, South Australia, Australia, July, 1991). Previous versions of the analysis of "When I Was Naughty" were presented to the American Association of Applied Linguistics (New York City) and a seminar for the Boston University Applied Linguistics Program (March and April, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Child Language; Curriculum; Elementary Secondary Education; *English; Foreign Countries; *Language Acquisition; Language Planning; Language Standardization; Legislation; Literacy; *Metalinguistics; Teaching Methods; Writing (Composition)
IDENTIFIERS- *Great Britain

Metalinguistic awareness is discussed in terms of the new national curriculum in English language education in Great Britain. A chronology is presented of events surrounding national curriculum legislation that prompted controversy in Britain concerning the teaching of the English language. One result of this legislation has been the creation of the Language in the National Curriculum (LINC) project, which provides materials and activities for the teacher training necessary for curriculum implementation. A piece of writing by a young child called "When I Was Naughty" is examined as a case study of ways of talking about features of a written text, and selected observations by teachers and language researchers who were asked to respond to the child's writing are described. The importance of distinguishing between two levels of awareness and two kinds of pedagogy: between focusing students' attention on aspects of language on the one hand, and teaching explicitly about language forms and functions on the other, is discussed. Two studies of young children are described to illustrate this difference. (Contains 24 references.) (JP)

ED 362 085 HE 026 693

Wislocki-Goin, Marsha

The Tantric Proposition in Leadership Education: You Make Me Feel Like a Natural Woman.

PUB DATE- 8 Jan 93
NOTE- 30p.; Paper presented at the Annual International Conference of Women in Higher Education (6th, El Paso, TX, January 8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Buddhism; Females; *Higher Education; *Leadership; Leadership Qualities; Leadership Styles; Leadership Training; Males; Non Western Civilization; Philosophy; *Sex Differences
IDENTIFIERS- *Femininity

This paper argues that leadership in higher education should be open to a female leadership model expressed in an Eastern "Tantric" model. Suggesting that a male leadership model that oppresses and excludes women has been in effect for the past millennium, the proposed Tantric proposition is a step toward a shared model of leadership which will be seen as synergistic rather than separatist. The use of Eastern philosophy, quantum physics, and extant leadership theories are urged for the development of a new synergistic construct that is interpersonal in concept, and personal in construct. The Tantra is a Buddhist construct requiring that all living things be recognized as having intrinsic self worth. This approach applied to leadership brings a new way of looking at how "leadership" is defined and how we teach it to others. Leadership will involve familiarity with both objective and subjective methodologies focused on transforming outmoded, rigid systems into living, organic processes. Contains 41

ED 362 253 JC 930 482

Cohen, Arthur M.

General Education in Community Colleges. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 4p.; Based on "Directing General Education Outcomes," New Directions for Community Colleges, Number 81, Spring 1993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Style; College Administration; Community Colleges; Course Content; Cultural Education; *Curriculum Development; *Educational Change; Education Work Relationship; *General Education; Governing Boards; *Learning Strategies; *Thinking Skills; Two Year Colleges; Values Education
IDENTIFIERS- ERIC Digests

The term general education has been employed to characterize an array of community college non-vocational programs, from Great Books courses to guidance services. General education at present differs from previous decades in terms of its emphasis on tighter curricular structure, global, gender, and ethnic studies, and the integration of knowledge. Coherence in the general education curriculum is threatened, however, when curricular decisions are made by disparate units. Though chief academic officers claim that their colleges are emphasizing general education, a statewide study conducted in Michigan showed that general education accounted for only 3 of every 10 courses offered. General Education can be envisioned in terms of "habits of thought" which cut across curricular disciplines and which prepare students for the future. To meet learners' future needs, general education should include courses which promote an understanding of the cultural and geographic relationships among people. General education should also help students to become "expert learners" who monitor and manage their own learning. General education should teach students to be expert learners. General education should be appropriate for developmental and occupational students, as well as transfer students, as business needs and technological change are dictating that the skills deficits in the U.S. workforce be remedied. Includes 11 references. (ECC)

ED 362 354 RC 019 312

Favero, Philip
School to Work Transitions: Lessons about Education and Local Economic Development from the Hagerstown, Maryland Rural Labor Market Area.
SPONS. AGENCY- Northeast Regional Center for Rural Development, University Park, PA.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works Serials (022)
DESCRIPTORS- *Economic Development; *Education Work Relationship; Employer Attitudes; *Employment Qualifications; High Schools; Job Skills; Public Policy; *Rural Areas; Rural Development; Rural Education; *School Business Relationship
IDENTIFIERS- *Education Economy Relationship; *Maryland; Pennsylvania; West Virginia

Despite skepticism about the viability of an educational investment strategy for rural development, coordination between education and rural employers may be a key to rural economic growth. Interviews with 101 employers in 6 rural counties surrounding Hagerstown, Maryland, as well as a mail survey (95 of the 101 employers responded), examined exployers' attitudes, opinions and behaviors related to their employees, job applicants, hiring and training practices, and relations with schools. The majority of the employers (79 percent) had difficulties in hiring and retaining employees. Most provided employee training; prevalent themes were motivation, teamwork, problem solving, and listening. Employers indicated a relatively low level of satisfaction with high school graduates' qualifications. Large percentages of employers sometimes ask or never ask applicants for high school coursework or grades, although they have significant contact with high schools. Policy suggestions derived from the results include: (1) initiating comprehensive human resource investment plans; (2) encouraging and requesting student credentials; (3) improving part-time experiences during high school; (4) coordinating education and training with schools; (5) establishing apprenticeship programs; (6) increasing human resource management skills; (7) improving coordination among counties and states; (8) providing workplace training for high school teachers; (9) providing seed grants for teachers and administrators; and (10) rewarding educators for contributions to economic development. (KS)

ED 362 372 RC 019 351

Knutson, Kari A.; McCarthy-Tucker, Sherri N.
Gifted Education for Native American Students: A State of Affairs.

PUB DATE- 15 Apr 93
NOTE- 15p.; Roundtable presentation at the Meeting of the American Educational Research Association (Atlanta, GA, April 15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *American Indian Education; American Indians; *Cultural Differences; Culture Fair Tests; *Educational Discrimination; Elementary Secondary Education; *Gifted; *Identification; Special Education
IDENTIFIERS- *Arizona; *Native Americans

Although Native American children are theoretically eligible for gifted programming, equality of opportunity does not exist. Arizona state data show that Native American students are underrepresented statewide and in 13 of 14 counties examined. Two issues related to this underrepresentation are the definition of "gifted" used for identification and the method of assessment. Official definitions and teacher conceptions of the gifted student often do not encompass culturally different values, learning styles, and behaviors. The usual standardized tests used in public schools may fail to identify Native gifted students because they are timed and reward speed (while Native American culture values slow well-considered responses). Other potential sources of error include differences in language, background experiences, and affective dispositions between groups of student test-takers. The Gifted Attitudes Inventory for Navajos and the American Indian Gifted and Talented Assessment Model are two alternative measures of giftedness, developed through extensive interviews with Native Americans. Further attention to this issue is needed and should begin with the compiling of accurate records of Native representation in programming. In Arizona, relevant data are submitted by only 55 percent of public school districts and are not available from private and Bureau of Indian Affairs schools. (SV)

ED 362 393 SE 053 665

Showers, Dennis

An Examination of the Science Literacy of Scientists and Science Educators.

PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Beliefs; *Decision Making; Elementary Secondary Education; Models; Opinions; Science Education; *Science Teachers; *Scientific Literacy; *Scientists; Surveys
IDENTIFIERS- *Subject Content Knowledge

This study develops a model for identifying and quantifying science literacy for the purpose of guiding science education policy and ultimately, resource allocation. The model is tested by attempting to distinguish groups who possess science literacy so as to identify their background and experiences that result in literate behavior. A survey of scientists and science educators provided data that show these groups (1) do not have high levels of content knowledge outside their area of professional expertise, (2) do not vote based on understandings of the scientific dimensions of public issues, (3) have significant beliefs in superstition and pseudoscience, and (4) make personal and social choices based on non-scientific aspects of decision-making situations. The author suggests that the pursuit of science literacy is an admirable but impractical goal and distracts resources that could be used to assure a

well-prepared scientific work force that includes females and minorities. (Author)

ED 361 981 EC 302 452

Hile, Matthew G.; Campbell, Donna M.

The Impact of Automated Expert Assistance on the Training of Mental Retardation Professionals.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Jun 93
NOTE- 5p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 1-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Computer Oriented Programs; Computer Uses in Education; Consultation Programs; *Decision Making; Developmental Disabilities; *Expert Systems; Higher Education; Intervention; *Mental Retardation; Preservice Teacher Education; *Professional Education

IDENTIFIERS- Mental Retardation Expert System

This paper describes the use of an automated performance support system, the Mental Retardation-Expert (MR-E), in the training of 16 student clinicians to think "functionally" about undesirable behaviors of persons with mental retardation or developmental disabilities (MR/DD). The MR-E models human expertise in behavioral diagnosis and treatment, expanded and supported by the current scientific literature. The MR-E assists in the development of functionally based treatment protocols for individuals with MR/DD who engage in significant disruptive behaviors. The MR-E also provides an interactive process of case consultation and a basic understanding of the relationship between functional hypotheses and treatment. A pretest versus posttest strategy was applied to the environmental group (N=16) and control group (N=7), producing results that indicated that both training and interactive experience with the MR-E lead inexperienced clinicians to accept its recommendations. (DB)

ED 362 023 FL 021 477

MacLauglin, Dawn

The Responsibility of Linguistic Theory to Second Language Acquisition Data.

PUB DATE- 1 Mar 93
NOTE- 14p.; Paper presented at the Workshop on Language Acquisition and Linguistic Theory as part of the Boston University Applied Linguistics Colloquium Series (Boston, MA, March 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- English (Second Language); Grammar; *Language Acquisition; *Language Research; Language Universals; *Linguistic Theory; *Second Language Learning; Structural Analysis (Linguistics)
IDENTIFIERS- Anaphora; Universal Grammar

This paper focuses on second language (L2) acquisition, and the extent to which Universal Grammar (UG) accounts for second language learners' behavior. A comparison of L2 research, especially research conducted within the UG framework, with first language (L1) research, reveals a striking difference in the evaluation of L2 results: while L1 acquisition data is used to influence linguistic theory, L2 data are rarely, if ever, used to influence linguistic theory. Anaphoric binding is described to illustrate the importance of a bidirectional, rather than unidirectional view of L2 research. Theoretical assumptions behind the binding theory research of Hirakawa (1990) and Finer (1991) are identified: (1) anaphoric binding involves a parameter whose values generate languages in a subset relation; (2) the Subset Principle should guide the learner in acquiring this parameter, so that the smallest value compatible with the data is adopted; and (3) negative evidence is not useable in L2 acquisition. It is shown that experimental results from L2 learners of English with Japanese speakers studied by Hirakawa (1990) and with Korean, Japanese, and Hindi speakers studied by Finer (1991), in combination with their theoretical assumptions, lead to a sequence of acquisition that is predicted to be impossible. However, adopting an alternative binding theory, one that assumes a bidirectional view of the observed acquisition sequence, removes the paradox presented by the L2 acquisition data. (Contains 24 references.) (JP)

ED 362 044 FL 021 508

Schuster, Donald, Ed.
The Journal of Suggestive-Accelerative Learning and Teaching,
Volume 4, Number 4, Winter 1979.
PUB DATE- 79
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Classroom Communication; Classroom Techniques; Elementary Secondary Education; Foreign Countries; German; Instructional Effectiveness; *Instructional Materials; *Learning Disabilities; Program Descriptions; *Reading Instruction; Retention (Psychology); *Suggestopedia; Teaching Methods; *Vocabulary Development
IDENTIFIERS- Austria

This issue of a journal on suggestive learning-teaching-therapy counseling within the procedural confines of Suggestology or Suggestopedia includes the following articles: "Suggestopedia in an American High School Setting" (Carl W. Pullen), a description of the use of Suggestopedia in a German class; "Optimizing the Presentation of Classroom Information" (Giselher Guttman), a report of research on effective information presentation; "Supplementary Report on the Austrian Experiment with Suggestopedia in Elementary Schools" (Franz Beer), reporting on work carried out in Australian elementary schools between 1974 and 1979; "Teaching Reading with Stories vs. Cognitive Hierarchy" (Renee Fuller), an essay in support of the notion that the story is the basic form of intellectual cohesion, and suggesting instructional applications for

stories; and "Experimentation with the Lozanov Method in Teaching Word Retention to Children with Learning Disabilities" (Wally Nelson), a summary of a study with 6-to-8-year-olds. (MSE)

ED 362 105 HE 026 713

Clark, Burton R.
The Distinctive College.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 92
NOTE- 280p.; Originally published in 1970 by Aldine Publishing Company.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; College Faculty; College Role; College Students; Comparative Analysis; *Differences; Educational Environment; Educational History; Higher Education; *Institutional Characteristics; Institutional Mission; Institutional Research; Liberal Arts; *Organizational Change; Postsecondary Education; *Transitional Schools
IDENTIFIERS- Antioch College OH; Reed College OR; Swarthmore College PA

This book examines, through analysis of three liberal arts colleges (Antioch, Reed, Swarthmore), the factors contributing to the greatness of a first-rank liberal arts college. The writer begins with a presentation of the historical development of the three schools, followed by a detailed description of how broad institutional innovations were introduced and made to endure. Next, the book discusses the unique events, special conditions, and unusual features that are the components of each institution's fabric. The concluding section examines the phenomenon of the organizational saga, i.e., the school's linking of its social role within a defined mission that causes it to become legendary. The examination of saga, in part, seeks to convey how some colleges, and apparently some organizations in other realms, so elicit dedication and affection that the quality of life for those involved is significantly altered, often for a lifetime. Appendices include 1963 survey data on personal background and attitudes of college faculty from eight colleges (Antioch, Reed, Swarthmore, University of California at Berkeley, San Francisco State College, St. Olaf, University of the Pacific, and the University of Portland); and student responses from the same universities, 1958-1963. Contains 55 references and an index. (GLR)

ED 362 182 IR 016 338

Lindner, Reinhard W.; Harris, Bruce R.
Teaching Self-Regulated Learning Strategies.

PUB DATE- Jan 93
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; College Students; Education Majors; Grade Point Average; Higher Education; *Learning Strategies; Likert Scales; Literature Reviews; Pilot Projects; Questionnaires; Student Attitudes; *Teaching Methods; Test Reliability; Test Validity
IDENTIFIERS- *Self Regulated Learning; Student Surveys

The role of self-regulated learning in successful academic performance at the college level was studied. Using a literature review, items were developed for a self-regulated learning questionnaire, which was written as a Likert scale and pilot tested with a small group. Subjects for the study were 39 male and 121 female education majors at a medium size midwestern university. Results provide some evidence that leads to the conclusions that self-regulated learning is an important component in academic success, and that it can be measured with some degree of validity and reliability through this self-report instrument. Results indicate a significant relationship between self-regulated learning and grade point average. Many students could profit by instruction that emphasizes the understanding and use of the component skills and attitudes of self-regulated learning. Four tables present study findings. Appendix A summarizes the dimensions of self-regulated learning and contains one figure. Appendix B presents the inventory, which contains metacognitive, learning strategy, motivational, contextual sensitivity, environmental control, and epistemological beliefs items. (Contains 27 references.) (SLD)

ED 362 218 JC 930 423

Kennedy, Debbie

Development of a Presentation for the Nevada State Board of Regents on Recruitment for Truckee Meadows Community College.

PUB DATE- Aug 92

NOTE- 67p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- College Planning; Community Colleges; Data Collection; Enrollment; Governing Boards; Information Dissemination; Nontraditional Students; Program Development; School Community Relationship; Student Characteristics; *Student Recruitment; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Truckee Meadows Community College NV

Truckee Meadows Community College (TMCC) is one of the four community colleges in the University of Nevada System (UNS) and, with over 10,000 students, is the second largest community college in the state. When first appointed in 1986, TMCC's new president established student recruitment as the top priority. Particular areas of concern were the decreasing enrollment of minority students in the UNS, the recruitment of nontraditional students, and outreach programs for women. As part of an effort to develop a comprehensive recruitment plan for TMCC that could be used as a model for other Nevada community colleges, the recruitment literature was reviewed. In addition, recruitment activities at TMCC were assessed by means of an activity log, a referral card, a time and task log for all recruitment activities, ongoing data collection, the maintenance of folders for all recruitment activities, the establishment of goals for the recruitment office, and meetings with appropriate administrators. Based on information collected, a document entitled "Recruitment: Challenge for the 1990s" was developed and subsequently presented to the Nevada State Board of Regents. Sample recruitment logs, recruitment goals for 1991-92, the recruitment report, and sample correspondence are appended. (Contains 14 references.) (PAA)

ED 362 236 JC 930 460

Lipofsky, B. J.
Getting Started in Video Production for Instruction.
PUB DATE- 25 May 93
NOTE- 10p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Astronomy; *College Science; Community Colleges; Computer Uses in Education; Educational Technology; *Instructional Innovation; *Program Development; *Science Instruction; Teaching Methods; *Telecourses; Television Studios; Two Year Colleges; *Video Equipment; Videotape Recordings
IDENTIFIERS- *Brevard Community College FL

Arguing that the use of video in science instruction is an effective way to infuse both action and emotion into the educational setting, this paper chronicles faculty efforts at Brevard Community College (BCC), in Cocoa, Florida, to develop videos for science instruction and provides recommendations for producing similar videos. Following a discussion of possible uses of video in science instruction, a discussion is provided of two BCC science instructors' attendance at a 3-day course demonstrating the use of microcomputer graphics as video overlays. Videos subsequently produced by BCC faculty are then described, including two short tutorials detailing aspects of lab experiments to be performed by students in a physics course and an astronomy telecourse lesson using footage from Voyager 2 spacecraft transmissions of Neptune. Finally, the following suggestions are provided for producing videotapes for instruction: (1) once educational objectives have been determined, scripts should be written in everyday language; (2) storyboards may then be prepared to relate the script to footage through the use of sketches; (3) whatever tape format is utilized, a quality camcorder and steady tripod must be acquired, while high intensity clamp-on lights and a good microphone may also be helpful; (4) after footage is shot, a videotape editing system should be used which allows electronic control of the source deck and record deck to produce an edit; and (5) aside from equipment, the most important ingredients for successful videotape production are clearly defined goals and meticulous planning. (PAA)

ED 362 294 PS 021 728

Schulz, Marc S.

Family Interaction under Stress: Emotional Spillover from Work Stress to Family Life for Parents of Kindergartners.

PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-27, 1993). This research was supported in part by a grant from the Spring Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Relationship; *Job Satisfaction; Kindergarten; *Marital Satisfaction; *Parents; Primary Education; Sex Differences; *Stress Variables; Teachers; *Young Children
IDENTIFIERS- Family Work Relationship; *Job Stress

This study was designed to enhance understanding of individuals' and couples' emotional regulation processes, and the psychological mechanisms that connect work and family spheres for men and women. Forty-three couples and their eldest child participated in this study. On three consecutive days the parents completed several measures of work stress and marital behavior before leaving their workplace and before going to bed at night. Within several months they completed questionnaires assessing individual, marital, and family well-being. The teachers of the oldest child in each family provided ratings of the child's classroom behavior in the fall of the kindergarten year. Men who reported a significant level of stress at the end of the workday were more likely to report that they were behaving more negatively toward their partners than men who reported experiencing little or no stress. In stark contrast to the men, there was no link for women between the general level of stress they experienced during the day and their marital behavior or couple experience in the evenings. Children of parents exhibiting significant amounts of stress were seen by their teachers as more antisocial and less academically competent. (Contains 23 references.) (MDM)

ED 361 942 EC 302 409

Schilling, Mary Lou
Aquatics and Persons with Disabilities.

PUB DATE- Jun 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Serials (022)
DESCRIPTORS- Adapted Physical Education; *Aquatic Sports; *Assistive Devices (for Disabled); *Disabilities; *Exercise; Games; Intervention; Recreational Activities; Safety; *Swimming

This bulletin shares information regarding adaptive equipment, recommended interventions, precautions, and fun activities related to aquatic activities and exercise for persons with handicapping conditions. The bulletin begins with a list of 13 safety precautions and then describes instructional aids, adaptive aids, fitness-oriented devices, and easy on/off swim suits and names their vendors. Swimming recommendations are offered for individuals with cerebral palsy, spinal cord injuries, muscular dystrophy, amputations, spinal curvatures, visual impairments, seizure disorders, and arthritis. Nine aquatic games are described. (Contains 16 references and a list of 7 catalogs.) (JDD)

ED 362 314 PS 021 770

Hovda, Ric A.

Kentucky Primary School Program: Survey of Principals and Teachers.

PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Elementary School Teachers; *Learning Activities; *Nongraded Instructional Grouping; *Primary Education; *Principals; Questionnaires; State Surveys
IDENTIFIERS- *Kentucky

The purpose of this survey was to gather baseline information about beliefs and attitudes of principals and teachers related to early childhood education, especially those beliefs and attitudes about issues related to the development of Kentucky's primary schools. Surveys were distributed to all elementary principals and teachers in the state's public schools. A total of 6,929 surveys were returned. Both principals and teachers responded to 21 questions concerning ungraded primary schools, learning activities, and primary education in general. Data concerning the answers to these questions is presented by respondent categories (teachers or principals) and geographic region (central, eastern, northern, and western). Three conclusions are drawn from the survey data: (1) principals and teachers support the use of developmentally appropriate educational practices; (2) they are optimistic about reforms and are willing to commit themselves to a positive course; and (3) there is a general consensus among educators about what is important in educating young children. (MDM)

ED 362 335   PS 021 855

Hensley, Beth H.; Soled, Suzanne Wegener
Retention of Second Graders' Knowledge and Skills One Year after a Brief Primary Sexual Abuse Prevention Program.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Elementary School Students; Grade 2; *Prevention; Primary Education; *Program Effectiveness; *Retention (Psychology); *Sexual Abuse; *Young Children
IDENTIFIERS- What If Situations Test

This study investigated the long-term cognitive effects for 40 second graders 1 year after participating in a brief, 50-minute, primary sexual abuse prevention program. It was expected that participants would retain knowledge of body safety and of sexual abuse prevention skills 1 year after the treatment program. The Personal Safety Questionnaire and the "What If" Situations Test were used to measure retention.

Utilizing the pretest, posttest, and retention scores of both instruments, it was demonstrated that the second graders did retain knowledge of sexual abuse and sexual abuse prevention skills. The findings confirm the long-term effectiveness of a brief primary sexual abuse prevention program. Implications include the need for additional research demonstrating retention as well as developing evaluation instruments that are more age-appropriate. Contains 18 references. (Author/MDM)

ED 361 961 EC 302 431

Garland, Corinne; And Others
Skills Inventory for Teams (SIFT): A Resource for Teams.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Jun 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; *Disabilities; Early Childhood Education; *Early Intervention; Interdisciplinary Approach; *Needs

Assessment; Organizational Effectiveness; Rating Scales; *Self Evaluation (Groups); *Self Evaluation (Individuals); Staff Development; Team Training; *Teamwork; Values
IDENTIFIERS- *Skills Inventory for Teams

The Skills Inventory for Teams (SIFT) was developed for early intervention practitioners from a variety of disciplines to help them evaluate their ability to work as part of an early intervention team in identifying and serving young children with disabilities. The Team Member section is designed to help individual team members identify the skills that they need to work on a team, and the Team section helps the whole team identify team development needs. The SIFT includes items that reflect competencies or skills that can be observed as well as items that address the team member's values and attitudes regarding teamwork. It does not assess specific clinical skills and competencies. It uses a criterion-referenced system and is an expansion of the "Team Effectiveness Rating Scale" developed by R. Neugebauer. Results can be used to create staff development plans. For each of the two sections, a screening scale and an assessment checklist is provided. The screening scales are administered first, to identify key areas of need and strength regarding teamwork. Based on the results of the screening scales, assessment checklists are used to help team members further define and clarify their areas of need. (Contains 30 references.) (JDD)

ED 362 002 FL 021 370

Negnevitskaya, Elena J.
Early Bilingualism: The Soviet Experience. The Milton and Eleanor Fromer Lecture on Early Childhood Education (4th, March 5, 1990).
PUB DATE- 5 Mar 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingualism; *Child Language; *Classroom Communication; Classroom Techniques; Curriculum Design; Foreign Countries; Interpersonal Communication; *Language Acquisition; Language Research; *Language Role; Language Usage; Parent Child Relationship; Preschool Children; Preschool Education; Program Descriptions; Student Characteristics; Young Children
IDENTIFIERS- *USSR

A discussion of bilingualism in young children in the Soviet Union looks at the three main forms of early bilingualism (bilingual home environment, different languages spoken at home and in school, and second language instruction in school), notes the challenges they pose for development and maintenance of bilingual skills, and then describes a program using a communicative approach to teach second language to preschoolers. Vocabulary and content carefully selected to be appropriate for children's communication were organized into games that built new language skills and incorporated free activity on the part of the children. Initially, the approach met with resistance by teachers, but gained popularity among teachers and the public. Changes in the Soviet concept of preschool education, emerging in about 1988, shifted the emphasis from preschool as preparation for later schooling to preschool as a place to both learn and develop trust and well-being. A special research project was begun to help teachers guide, observe, and control the language-learning process in this context. The system of communication games used initially has evolved and been adapted for use with older students and students with special needs. (MSE)

ED 362 124 HE 026 732

Worth, Michael J., Ed.
Educational Fund Raising: Principles and Practice. American Council on Education Series on Higher Education.
PUB DATE- 93
NOTE- 456p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletics; Corporate Support; Donors; Educational Finance; Educational Trends; Elementary Secondary Education; Endowment Funds; *Fund Raising; *Higher Education; *Institutional Advancement; Legal Responsibility; *Organizational Development; Parents; Philanthropic Foundations; Private Financial Support; Program Administration; Program Proposals; Proposal Writing; Trend Analysis
IDENTIFIERS- Gifts

This volume offers 36 papers on higher education fundraising. Major topics treated are the development function, foundations of fund raising, annual giving, major gifts, campaigns, corporate and foundation support, special constituencies, managing development programs, special considerations for institutions, and special considerations for the development professional. The papers are: (1) "Defining Institutional Advancement, Development, and Fund Raising" (Michael J. Worth); (2) "Elements of the Development Program" (Michael J. Worth); (3) "The Historical Overview" (Michael J. Worth); (4) "Characteristics of Donors"(T. R. Pezzullo and B. E. Brittingham); (5) "Characteristics of a Successful Fund-Raising Program" (Bruce A. Loessin and Margaret A. Duronio); (6) "The Roles of Key Individuals" (Sara L. Patton); (7) "The Role of Institutional Planning in Fund Raising" (Rick Nahm and Robert M Zemsky); (8) "The Annual Giving Program" (Ann G. Louden); (9) "How to Prepare a Direct Mail Solicitation" (Connie Clark); (10) "Major Gift Programs" (David R. Dunlop); (11) "Fundamentals of Planned Giving" (Ronald E. Sapp); (12) "How to Solicit a Major Gift" (Michael F. Adams; (13) "Campaigning in the Nineties" (William P. McGoldrick); (14) "The Use of Fund-raising Counsel from Counsel's Perspective" (George A. Brakeley III); (15) "Rethinking the Traditional Capital Campaign" (Joel P. Smith); (16) "Obtaining Corporate Support" (D. Chris Withers); (17) "Obtaining Foundation Support" (Max G. Smith); (18) "How to Write a Good Proposal" (Sarah Godfrey); (19) Raising Funds from Parents" (Kathleen A. Kavanagh); (20) "Raising Funds for Athletics:" (Jeffrey W. Gray); (21) "Fund Raising for Professional Schools within a University" (Robert R. Ashton); (22) "Hiring, Training, and Retaining Development Staff" (Karen E. Osborne); (23) Operating a Donor Research Office" (Eric Siegel); (24) "Measuring Fund-raising Costs and Results " (Richard B. Boardman); (25) "Organizing the Development Program" (Gary A. Evans); (26) "The Role of Public Relations in Fund Raising" (Roger L. Williams); (27) "The Role of Alumni Affairs in Funding Raising" (Charles H. Webb); (28) "Development and Sponsored Research" (James W. Asp II); (29) "The Institutionally Related Foundation" (Royster C. Hedgepeth); (30) "Raising Funds for Independent Schools" (James M. Theisen); (31) "Raising Funds for Community Colleges"(Nanette J. Smith); (32) "Ethical Issues in Fund Raising" (Jake B. Schrum); (33) "Educational Fund Raising as a Profession" (Peter McE. Buchanan); (34) "Trends in Fund-raising Research" (Judy D. Grace); (35) "Legal Trends Affecting Philanthropy" (Norman S. Fink) A final section, "Current Issues and Perspectives," is by Michael J. Worth. Includes an index, a glossary, and a 120-item bibliography. (JB)

ED 362 143 HE 026 753

Sadlak, Jan
Higher Education in Romania, 1860-1990: Between Academic Mission, Economic Demands and Political Control. Special Studies in Comparative Education Number Twenty-Seven.
PUB DATE- Nov 90
NOTE- 93p.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Freedom; Communism; *Economic Impact; Educational Change; *Educational History; Educational Policy; Enrollment; Foreign Countries; Government Role; Government School Relationship; *Higher Education; Institutional Autonomy; Institutional Mission; *Political Influences; *Politics of Education; Social Change; World War II
IDENTIFIERS- *Rumania

This report examines the development of higher education and the process of educational reform in Romania through the 19th and 20th centuries and provides statistical data on the numbers of students, graduates, and academic staff that existed during specific time periods. Chapters cover: (1) the founding of the higher education system and its development up to World War II; (2) the impact of World War II on the academic life and institutions in Romania; (3) an explanation of the "People's" model of higher education and 1948 reform; (4) a critical evaluation of the "People's" model and the attempt to modernize in the 1960s and early 1970s; and (5) an examination of higher education policy under the Ceausescu regime and the consequences of these policies in undermining Romanian higher education in the late 1970s and 1980s. This exploration shows how the institution of higher education in Romania, since its foundation in the second half of the 19th century and up till the recent democratic revolution in which students and some academics played an important role, has been both a hot-bed for political change, as well as a tool used by those in power for other purposes than society's educational, professional, cultural, and scholarly development. (Contains 110 endnotes.) (GLR)

ED 362 162 IR 016 318

Davis, Michaeleen; Henry, M. J.
Technology Implementation in Two Restructuring Schools: Past, Present, and Future.
PUB DATE- Jan 93
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Computer Assisted Instruction; Computer Networks; *Educational Change; *Educational Technology; Elementary Secondary Education; Futures (of Society); Longitudinal Studies; Microcomputers; Teacher Attitudes; Use Studies; Video Equipment; *Visual Aids
IDENTIFIERS- *Technology Utilization; West Virginia

This study investigated the role of technology in a high school and an elementary school in West Virginia that are involved in a collaborative educational reform effort, including innovative ways to prepare students to think critically and creatively. The study focused on what technology is being used and how it is being implemented, how technology was used prior to restructuring, and what the future plans for technology implementation are. Questionnaires, teacher interviews, and classroom observations were used to collect data. Results showed the most common former uses of technology included posters, bulletin boards, filmstrips, and overhead transparencies. Today videos and computers are used to a greater extent. Future plans include networking computers and the acquisition of peripherals for whole-class viewing of computer information. Faculty and administrators believe that technology is a vital part of the restructuring movement, but it is only a tool to be used in the teacher's repertoire. Graphs for each school showing the present and prior technology use, overall use, types of software used, and types of instructional use of technology are included. (Contains 11 references.) (KRN)

ED 362 201 IR 016 357

Schwier, Richard A.
Classifying Interaction for Emerging Technologies and Implications for Learner Control.

PUB DATE- Jan 93
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Computer Assisted Instruction; Cybernetics; Democracy; Diagnostic Teaching; Educational Environment; *Educational Technology; Independent Study; *Instructional Design; Interaction; Interactive Video; *Learner Controlled Instruction; Models; *Multimedia Instruction; Programed Instruction; Technological Advancement
IDENTIFIERS- *Interactive Systems; *Multimedia Materials; Student Engagement

A classification scheme for multimedia interaction is described based on the degree of control and type of cognitive engagement experienced by learners in prescriptive, democratic, and cybernetic independent learning environments. Reactive, proactive, and mutual levels of interaction and their associated functions and transactions are discussed. Principles for designing interactive multimedia instruction emerging from this classification are discussed, along with current research on learner control. The classification is temporal and developmental. As levels of interaction are ascended by the instructional designer and reflected in the design of interaction, the amount of control abdicated to the learner changes. As instructional design theory advances, the categories offered will probably evolve. Four figures illustrate the discussion. (Contains 42 references.) (SLD)

ED 362 274 PS 021 688

Pizzo, Peggy Daly

Bridge over Troubled Waters: Connecting Children and Adults in Early Childhood Programs to Immunization and Preventive Health Care.

PUB DATE- Mar 93
NOTE- 53p.; A policy paper prepared for the National Association of State Boards of Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Child Health; *Coordination; *Early Childhood Education; Educational Cooperation; *Health Programs; *Health Services; Models; Preventive Medicine; Public Policy
IDENTIFIERS- *Integrated Services

This paper discusses the importance of an effective partnership between health services and early childhood programs, and examines ways that leaders in both service systems can cooperate to help caregivers, teachers, and parents raise healthy children. After examining the need for an improved partnership, the historic and contemporary role of a strong health focus in early childhood programs is explored. The paper advocates that the health needs of caregivers, teachers, and their children be addressed by cooperation between health and early education. Seven levels of intensity are outlined from which health care and early care and education programs might choose when building bridges between the two systems. Five models of partnership are described, and resources needed to make these partnerships possible are examined. The paper concludes by recommending federal and state policy steps that would support partnership-building between health and early childhood programs. (MM)

ED 361 943 EC 302 410

Willard-Holt, Colleen
The School Experience for Gifted Students with Cerebral Palsy.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Conference of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Case Studies; *Cerebral Palsy; *Cognitive Ability; Communication Disorders; Communication Problems; Educational Experience; Elementary School Students; Elementary Secondary Education; *Gifted Disabled; *Intellectual Development; Mainstreaming; Performance Factors; Physical Disabilities; Secondary School Students

This paper presents a study of two intellectually gifted students (ages 6 and 14) who have cerebral palsy and are unable to communicate orally. Results of participant observation, interviews, and document analysis revealed that: (1) gifted students who have cerebral palsy and do not speak exhibit indicators of cognitive ability that are similar to those exhibited by nondisabled gifted students, though the expression and recognition of these indicators are inhibited by communication barriers; (2) classroom atmosphere, structures, and instructional activities differentially impact the intellectual development of gifted students with physical disabilities; (3) gifted students with physical disabilities are able, with some modifications, to integrate and succeed academically and socially in regular classrooms; and (4) many barriers must be overcome by gifted students with physical disabilities in order to reach their goals. The study demonstrates the importance of looking beyond the obvious external manifestations of intellectual talent and illustrates some unique behaviors that may appear given appropriate circumstances. (Contains 22 references.) (JDD)

ED 362 024 FL 021 483

Project PROPEL Handbook: Resources for Adopting Sites.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Career Development; Class Activities; *Cooperative Learning; *Curriculum Design; *Curriculum Development; *English (Second Language); Instructional Materials; *Interdisciplinary Approach; *Limited English Speaking; Literature Appreciation; Mathematics Instruction; Mission Statements; Physical Education; Physics; Portfolios (Background Materials); Science Instruction; Secondary Education; Second Language Instruction; Student Evaluation; Teacher Evaluation
IDENTIFIERS- *Content Area Teaching

Project PROPEL (Program Reorganization Promoting Excellence Through Language) is a program in content area instruction for limited English speaking (LEP) high school students, developed at the International High School of LaGuardia Community College (New York). The handbook is designed to assist teachers, administrators, and policymakers attempting to reorganize their programs to serve this population. Introductory sections describe the International High School program, present its mission statement and educational philosophy, and offer general information on content-based English as a Second Language, strategies for teaching LEP students, collaborative learning, interdisciplinary study, and alternative methods of assessment for students and staff. Subsequent sections provide more detailed information on the objectives and design three programs: the Motion Program, a set of courses exploring the concept of motion from the perspectives of several disciplines, including literature, mathematics, physics, and physical education; Beginnings, a full-day interdisciplinary program stressing linguistic and cognitive development; and a personal and career development program, a 3-year experiential learning sequence incorporating linguistic skill development, multiple learning contexts, and career education. Notes for teachers and program developers and sample class activities are contained in each of these sections. Criteria for program adoption and a list of Project PROPEL publications are appended. (MSE)

ED 362 045 FL 021 509

Schuster, Don, Ed.
Journal of the Society for Accelerative Learning and Teaching; Volume 12, Number 1-4.
PUB DATE- 87
NOTE- 228p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Acceleration (Education); Administrator Attitudes; Adult Education; Classroom Techniques; Educational History; Elementary Secondary Education; Foreign Countries; Higher Education; Imagination; Instructional Effectiveness; Japanese; Memory; Mnemonics; Movement Education; *Music Activities; Program Descriptions; *Relaxation Training; *Retention (Psychology); Second Language Instruction; *Second Languages; Student Attitudes; Teacher Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- Africa

The basic focus on this journal, which publishes a wide variety of articles on suggestive and accelerative learning, is Suggestopedia theory, research, and application. Articles in the volume presented here include: "The Effects of Superlearning on Retention/Hypermnesia of Rare English Words in College Students" (Lynn D. Anderson); "SALT in Africa: Unity in Diversity through Communication" (Frikki Van Kraayenburg); "An Accelerated Learning Magnet School: Attracting Teachers and Administrators" (Stephanie Merritt); "Vital Components for Effective Teacher Training" (Twyla S. Moschel); "Eurythmy: Art of Movement in the Waldorf Schools" (Earl J. Ogletree); "Teaching Adult Learners Using Accelerated Learning" (Elaine Voci-Reed); "Music as Mnemonic Device in Second Language Learning" (Linda Dejin Xia, Loren Alexander); "Music and Accelerative Learning: Some Historic and Current Applications" (Patrick S. Brislan); "Students' Attitudes Towards the Use of Music and Mind-Calming in their High School Language Class" (Uschi Felix); "Relaxation and Imagination Imagery" (Connie R. Hull, Gary F. Render, Charles E. Moon); "Japanese Language and SALT" (Hideo Seki); and "Dual-Plane Awareness Techniques Other Than Lozanov's for Accelerating and Enriching Teaching and Learning" (Win Wenger). (MSE)

ED 362 067 FL 021 563

Greis, Naguib
Career Planning in the Teacher Preparation Program (TPP).

PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Planning; Elementary Secondary Education; *English (Second Language); Higher Education; *Language Teachers; Student Teachers; Teacher Education; *Teacher Education Programs

The question posed by this paper is: How can a teacher preparation program (TPP) guide participants in the critical area of career planning, which is also important to the profession? The aim of this article is to describe the structure of a proposed special career planning course, in light of the relevant areas in current practice and the participants' goals. Among the relevant areas are the expanding field of Teachers of English to Speakers of Other Languages (TESOL) and the special role of English. A distinction is made between accepting a job to satisfy immediate needs and accepting a job as part of career planning in pursuit of continued progress to meet long-term goals. The information provided includes the major trends and areas of specialization in TESOL as well as current issues and concerns. At the same time, participation in professional activities is stressed. With these features combined, the course not only enhances the participants' motivation and sense of direction, but also ensures a smooth transition from the world of theory to the climate of the market place and from the present apprenticeship to future professional involvement. (AB)

references. Includes 8 tantric charts. (JB)

ED 362 086 HE 026 694

Townsend, Barbara K.
Community College Transfer Students in an Urban University: Survival of the Fittest?
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Case Studies; *College Students; *Community Colleges; Educational Environment; Higher Education; Interviews; *Private Colleges; Student Attitudes; Student Attrition; *Student Characteristics; *Transfer Students; Two Year Colleges; Two Year College Students; *Urban Schools
IDENTIFIERS- Illinois (Chicago)

A case study was done to understand the possible obstacles to the transfer and retention of community college students who have moved to the university. The study focused on the perceptions of a group of community college transfer students about the transfer process and their new academic world. The students all transferred from a large, public, urban community college with open admissions to a private, religiously-affiliated, moderately selective, doctorate-granting university in the same urban area. Forty-four participants were interviewed concerning their experiences and to uncover dynamics in the process and classroom. Of the participants, 7 had graduated from the university, 16 were no longer attending, and 21 were still enrolled. The data suggested that the community college transfer student who succeeds at this university is a fairly self-reliant student able to survive with minimal institutional help. The transfer students were surprised at the competitiveness among the university students and the Darwinian attitude of the faculty toward their students. Overall, community college transfer students were adapted to the community college student-centered approach designed to raise self-esteem sometimes at the expense of academic standards. Such students may be confused and shocked when they face different standards and expectations. Contains 21 references and the interview questions. (JB)

ED 362 219 JC 930 427

Hoyt, Donald L.
Educator's Peer Instructional Consulting (EPIC) Project.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 31 Aug 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Collegiality; Community Colleges; Full Time Faculty; Instructional Improvement; Master Teachers; *Mentors; Part Time Faculty; *Professional Development; Program Descriptions; Program Evaluation; Teacher Improvement; *Teacher Orientation; Teaching Experience; Two Year Colleges
IDENTIFIERS- Cuyahoga Community College OH; *Educators Peer Instructional Consulting Proj

To develop an effective method for experienced, full-time faculty to mentor new, part-time faculty, Cuyahoga Community College (CCC), in Ohio, initiated the 3-year Educator's Peer Instructional Consulting (EPIC) project in September 1987. EPIC was designed to allow new faculty to quickly learn essential information about the college, their division, students, and available resources, and full-time faculty to benefit from the non-teaching experiences of new teachers. At the beginning of each new term, volunteer full-time faculty were sought to work with no more than three new teachers. Mentor pairs were provided with handbooks on mentoring and faculty responsibilities and met formally at least three times during the term, keeping journals describing their activities and reactions during the mentoring. In the first 3 years of implementation, 379 new part-time faculty (almost 90% of the new part-time hires during the period) were mentored by about 100 full-time faculty. Most faculty reported an increase in the quality of course syllabi, better understanding of college policies and procedures, and an increase in the use of teaching materials. Division heads also reported improvements in the areas of faculty understanding of college policies and reduction of student complaints. Based on project outcomes, CCC began full funding for the EPIC project in September 1991. (MAB)

ED 362 315 PS 021 772

Harrist, Amanda W.

Family Interaction Styles as Predictors of Children's Competence: The Role of Synchrony and Nonsynchrony.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; Texas Univ., Austin. Research Inst.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fathers; Interaction Process Analysis; *Interpersonal Competence; *Kindergarten Children; *Mothers; *Parent Child Relationship; Primary Education; Sex Differences
IDENTIFIERS- Nonsynchrony; *Parenting Styles; Synchrony

This study examined relations among parent-child interaction style and children's social behavior at school. A total of 158 children were observed for 4 hours in their homes the summer before their kindergarten year. Interactions with mothers and fathers were rated in terms of their engagement reciprocity and affective tone. Interactions were then classified as positively synchronous, negatively synchronous, or nonsynchronous. Children's peer group behavior (competence, aggression, and social withdrawal) was assessed via teacher reports. Multiple significant correlations were found between the occurrence of each type of parent-child interaction and the three behavioral measures, particularly for mothers. Next, concordance between mother-child and father-child style of interaction was assessed. Finally, a typological analysis revealed that it is not just the existence of one style of interaction that may facilitate or impede the child's social development. It was found, for example, that children who engaged in high rates of positive synchrony in conjunction with high rates of nonsynchrony were more aggressive than other children. Furthermore, there is evidence that optimal patterns of interaction for mothers and their children may differ from those of father-child dyads. Contains two tables and four figures. (Author)

ED 362 336 PS 021 857

Standards for Quality School-Age Child Care.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Primerica Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Check Lists; Educational Quality; Elementary Education; *Program Administration; Program Development; *Program Implementation; *School Age Day Care; School Community Relationship; School Role; *Standards; Student Needs

This guide provides standards for school principals and other administrators exploring school-age child care programs, reviews child care research and effective practices that have emerged over the past two decades, and describes characteristics of effective programs. An introduction describes the growing need for day care services; defines school-age day care; and provides four steps to begin planning a program, including building a partnership with community organizations, assessing the local supply and need, using the assessment to design the program, and gaining approval for start-up. The next section describes the role of the school with respect to school-based programs, the use of outdoor and indoor space, and community-based programs. Human relationships are discussed in the third section, including the relationships between program staff and children, individual staff members, staff and parents, and the program and the school. Program activities and scheduling are the focus of the fourth section. The final section reviews program administration, highlighting requirements for personnel; provisions for the safety, health, and nutrition of children; fiscal management; and issues related to authorization, licensing, and liability. For each program area discussed, standards for excellence and quality indicators are provided to establish a checklist for program implementation. This checklist and 23 references are appended. (BCY)

ED 362 373 RC 019 352

Rathbone, Charles H.; Hyman, Ronald T.

The Regulation of Corporal Punishment: Examining the Legal Context in Order To Clarify the Options for the Small or Rural School.

PUB DATE- Mar 93

NOTE- 13p.; Paper presented at the National Conference on Creating the Quality School (2nd, Oklahoma City, OK, March 25-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Corporal Punishment; *Court Litigation; Discipline Policy; *Educational Legislation; Educational Policy; Elementary Secondary Education; Federal Courts; *Rural Schools; *Small Schools; State Courts; *State Legislation

This paper examines legislation, court decisions, and state and local policies affecting the use of corporal punishment in schools, and speculates on the particular context presented by small or rural schools. There are no universally applicable federal statutes dealing with corporal punishment in schools. Decisions by the Supreme Court and federal appeals courts have found little constitutional protection with regard to either the punishment itself or due process and generally refer to the availability of alternative safeguards in state laws and common law tradition. A review of state laws reveals four relevant trends. Many states have outlawed or are moving toward outlawing corporal punishment in schools, or have enacted tough child abuse legislation. In the opposite direction, other states have imbued teachers with increased authority ("in loco parentis"), including the authority to discipline children, or have enacted "justification of force" statutes allowing teachers to use physical force in self-defense or when protecting persons or property. The context of small and rural schools makes them particularly vulnerable to the possibility of hidden or illicit corporal punishment. Factors enhancing this possibility include less supervisory oversight of teachers, fewer ancillary staff and visitors, limited budgets and space, and rural parental attitudes. This paper outlines suggestions for determining the practical effectiveness of a corporal-punishment regulation. (SV)

ED 362 394 SE 053 666

Schoneweg, Cristine; Rubba, Peter A.
An Examination of Views about Science-Technology-Society
  Interactions among College Students in General Education
  Physics and STS Courses.
PUB DATE- Apr 93
NOTE- 48p.; Paper presented at the Annual Meeting of the National
  Association for Research in Science Teaching (Atlanta, GA,
  April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -
  Research/Technical (143),Speeches, Conference Papers, "Papers
  Presented at..." (150)
DESCRIPTORS- Beliefs; College Science; *College Students; Higher
  Education; *Physics; *Science and Society; Science Education;
  *Student Attitudes; Tables (Data)
IDENTIFIERS- T Test; *Views on Science Technology Society

This study examined the impact of college general education science-technology-society (STS) and Physics courses on students' views about STS interactions. Two samples of convenience took part in the investigation, one consisting of 138 students enrolled in an STS course, and the other of 122 students enrolled in a physics course. Data were collected using 16 multiple-choice items selected from the "Views on Science-Technology-Society" (VOSTS) item pool, an empirically developed instrument, as a pretest and posttest. A new scoring procedure was developed for the VOSTS items, in which responses were classified as either Realistic, Has Merit, or Naive, with ordinal point values of 3, 2, or 1, respectively assigned to the categories. This allowed hypotheses to be tested using inferential statistics. The findings implied that general education physics courses should not be expected to help students develop more realistic understandings of STS interactions. Also, STS general education courses will have room for improvement if it is desired that they help students build appropriate views about STS interactions. Contains 34 references and 18 tables of statistical results. (Author)

ED 361 982 EC 302 453

Riddell, Sheila; And Others
Specific Learning Difficulties: Policy, Practice and Provision. Interchange No. 18.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- Jun 93
NOTE- 13p.; For the full report, see EC 302 412.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Etiology; Foreign Countries; *Handicap Identification; *Intervention; *Learning Disabilities; Mainstreaming; Organizations (Groups); *Parent Attitudes; Secondary School Students; Services; Special Education; Special Needs Students; Student Characteristics; *Student Needs; Surveys; *Teacher Attitudes
IDENTIFIERS- *Scotland

This paper summarizes a 1990 Scottish study exploring the views of parents, professionals, and voluntary organizations concerning services for children with specific learning difficulties (SLD). It specifically addressed the questions of: (1) to what degree pupils with SLD are a group with distinctive difficulties and needs; (2) how learning difficulties can be identified; and (3) how the difficulties can be remedied. Questionnaires, interviews, and literature analyses were used. Findings of the study are discussed concerning the following: three views on SLD, assessment and services for SLD, concerns of parents, concerns of learning support teachers, concerns of student teachers, and implications of the findings for different groups. Findings provided evidence of tension among the different groups involved due to uncertainty about causes and incidence, debates about effective assessment and services, and competition for scarce resources. Also noted are tensions between certain national policies. Provision of a full spectrum of services is recommended. (DB)

ED 362 106 HE 026 714

Malloy, Edward A.
Culture and Commitment - The Challenges of Today's University.
PUB DATE- 92
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Schools; College Athletics; *Educational Environment; *Educational Responsibility; Ethics; Higher Education; Law Enforcement; Moral Values; Perception; *School Role; Science and Society; *Social Problems; Speeches; Student Participation; Violence

This book presents a collection of public addresses given by the president of the University of Notre Dame (Indiana) between 1987 and 1991 on the current issues affecting higher education in general and Catholic higher education in particular. The essays suggest the need to raise awareness of moral considerations in preparing students for the professions and the need to promote programs directed toward increasing student involvement in social justice. Also, the writer explores various ethical issues involving matters of the broadest social concern, including the control of foreign and domestic violence; the complex questions surrounding the ever-changing interactions of science, technology, and society; and the ethical dimensions of life in the professions. Speeches are presented within three categories. Speeches addressing the nature of the Catholic University are: "The Faith Mission of Catholic Higher Education"; "Revise and Dissent"; and "The DuBois Lecture on American Catholic Higher Education." Essays dealing with current world challenges are "Discourse Between the Two Cultures: Science, Religion, and Humanities"; "Ethics in the Workplace"; "A Harvest of Questions: Chemicals and the Food Chain"; and "The Control of Violence, Foreign, and Domestic: Some Ethical Lessons from Law Enforcement". Essays addressing challenges within the university are: "The University and Cultural Progress"; "Some Guidelines for Social Justice Education"; "Campus Policing Symposium: Keynote Address"; "Statement on Athletics"; and "Aspiring to Greatness." (GLR)

ED 362 254 PS 021 097

Crisis in Family Law: Children as Victims of Divorce. Report #R101.
PUB DATE- 86
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Child Custody; Childhood Needs; Child Support; *Child Welfare; *Divorce; *Family Influence; *Family Problems; Marriage; *Social Action
IDENTIFIERS- *Family Law; Legislative Reform; Mediation

Emphasizing the shortcomings of family law and their impact on divorced families and children, this report discusses a variety of topics related to divorce. Topics covered in the report include the following: (1) divorce statistics; (2) methods of resolving family disputes; (3) the marital contract; (4) the public's image of divorced fathers; (5) noncustodial mothers; (6) divorce as an industry; (7) the misuse of child abuse laws; and (8) child support. The report concludes that immediate reforms are needed for outdated marital and divorce laws, and includes a summary of proposed reforms. (MM)

ED 362 355 RC 019 313

Frazier, Gregory W.

The American Indian and Alaska Native Higher Education Funding
Guide. A Financial Guide to Undergraduate and Graduate Sources
of Funding for American Indians and Alaska Natives.

PUB DATE- 89
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books
(010)
DESCRIPTORS- *Alaska Natives; American Indian Education;
*American Indians; *College Bound Students; Eligibility;
Grants; Higher Education; *Paying for College; Scholarships;
*Student Financial Aid
IDENTIFIERS- *Job Training Partnership Act 1982

This book provides American Indian and Alaska Native students with sources for securing financial aid for higher education. The first section covers sources of funding and grants for individuals who are pursuing undergraduate degrees. This financial support includes scholarships with state residency requirements, general undergraduate scholarships, undergraduate scholarships for American Indians only, scholarships for students with specific majors, funding or grants to institutions for scholarships, research grants for summer school, and special services geared toward assisting minority students with entering higher education. The second section lists funding sources specifically targeted for graduate work. This section is broken down into fields of study including: (1) educational fields; (2) science, math, engineering, and architecture; (3) medicine, nursing, and occupational therapy; (4) sociology, psychology, library science, humanities, languages, career counseling, economics, history, and church related; (5) journalism, business management, consumer affairs, and communications; (6) graduate studies with no restrictions on field of study; and (7) miscellaneous graduate degrees. The last section covers funding available to American Indians and Alaska Natives under the Job Training Partnership Act. Each entry provides the name and address of the funding source along with amount of the scholarship and eligibility requirements. (LP)

ED 361 962 EC 302 432

Cash, Judy A.; And Others

Understanding the Individualized Family Service Plan: A Resource for Families.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE- 91

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Disabilities; Early Childhood Education; *Early Intervention; *Individualized Programs; Meetings; *Parent Participation; *Planning; *Program Development; Resources; Teamwork

IDENTIFIERS- *Individualized Family Service Plans

This guide is designed to help parents make important decisions in the development of the Individualized Family Service Plan (IFSP), which outlines the partnership between the family with a special needs child and the practitioners who provide early intervention services. The guide begins with a definition of an IFSP, followed by discussions of: the contents of an IFSP; sharing of information about the child and about the family's strengths and needs; the IFSP planning meeting; and changing the IFSP. A sample IFSP format is provided. The guide concludes with a list of organizational resources for parents, including a national information center, regional parent training and information centers, and statewide parent information centers. (Contains 20 references.) (JDD)

ED 362 003 FL 021 371

Cots, Josep Maria

Toward a Pedagogical Description of the Pragmatic Competence of Native Speakers of English.

PUB DATE- Apr 91
NOTE- 12p.; Revised version of a paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (5th, Urbana, IL, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *Discourse Analysis; Educational Strategies; *English; Foreign Countries; *Language Proficiency; Native Speakers; *Pragmatics; Second Language Instruction; *Second Languages

An approach to teaching second language learners the pragmatic aspects of communicative competence is discussed. The approach uses analysis of verbal interaction to explain four areas of skill and knowledge related to communicative competence: grammatical competence; sociolinguistic competence; discourse competence; and strategic competence. It goes beyond the functional approach by expanding the student's perspective to complete, real interactions. The first section of the discussion explains the rationale behind such qualitative analysis. The second section outlines three areas of communicative competence: sociolinguistic, textual, and strategic. Subsequently, sections are devoted to more thorough discussion of those three areas and their use in analyzing interactional requirements and verbal strategies to cope with them. Examples are drawn from an actual conversation (text appended) between a professor and a doctoral student in an American university. (MSE)

ED 362 144 IR 016 300

Simonson, Michael R., Ed.; Abu-Omar, Kristen, Ed.

Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993).

PUB DATE- 93

NOTE- 1,190p.; For the individual papers, see IR 016 301-371, ED 354 869, and ED 355 910. For the 1992 proceedings, see ED 347 970.

LANGUAGE- English

EDRS Price- MF09/PC48 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Computer Attitudes; Computer Software Development; Constructivism (Learning); Cooperative Learning; Courseware; *Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Design; Learner Controlled Instruction; Learning Resources Centers; Man Machine Systems; Preschool Education; Professional Associations; Programed Instruction; Student Characteristics

IDENTIFIERS- *Association for Educational Communications Tech; Channel One

This proceedings of the 1993 convention of the Association for Educational Communications and Technology (AECT) contains 70 papers and 1 symposium. Topics addressed by the papers include computer-based mapping for curriculum development; educational technology equipped classrooms; individual characteristics influencing learning; network resources for teachers; educational partnerships; instructional motivation needs of adults; students' computer attitudes; qualitative research in instructional technology; instructional video; multimedia; problem solving; computer graphics; program control and learner control; distance education; computer simulations; cooperative learning; Channel One; groupware; restructuring library media centers; media and technology competencies; research methodologies; design of computer-based instruction; learner-computer interaction; constructivism; and library instruction. The symposium topic was critical theory, cultural analysis, and ethical aspects of the field. This volume also includes a list of Research and Theory Division officers; a list of the reviewers of the conference papers; a list of proceedings from 1979-92 together with their ERIC document numbers; a description of AECT and a membership enrollment form; and author and descriptor indexes. (MES)

ED 362 183 IR 016 339

Lowther, Deborah L.; Sullivan, Howard J.

Reading Preferences of American Indian and Anglo Children for Ethnicity, Gender, and Story Setting.

PUB DATE- Jan 93
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Analysis of Variance; *Anglo Americans; Characterization; *Childrens Literature; Comparative Analysis; Elementary School Students; *Ethnicity; Grade 2; Grade 3; Primary Education; Reader Text Relationship; *Reading Interests; Reading Research; Recreational Reading; *Sex Differences

This study investigated the reading preferences of American Indian and Anglo children with respect to ethnicity of main character, gender of main character, and setting in children's stories. The 160 subjects consisted of 80 American Indians and 80 Anglos from Grades 2 and 3, divided evenly by gender and grade level. The study yielded significant preference differences for ethnicity of main characters, gender of characters, and type of setting. Both Indian children and Anglo children preferred to read about Indian characters over Anglo characters. A majority of all subjects indicated a preference to read stories with both an American Indian and an Anglo as main characters, rather than stories with two Indians or two Anglos as main characters. Males preferred to read stories with at least one male character over stories with only females; girls preferred to read about two boys instead of a boy and a girl. Both Indian and Anglo subjects preferred stories set in a suburban-type setting over reservation-like settings. Three statistical tables and sample illustrations used in the stories for ethnicity, gender, and story setting are appended.

ED 362 237 JC 930 461

Washington Community and Technical Colleges Academic Year Report, 1991-92.

PUB DATE- Sep 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *College Faculty; College Planning; Community Colleges; Educational Facilities; *Educational Finance; *Enrollment; Enrollment Trends; *Expenditures; Full Time Equivalency; *Institutional Characteristics; School Personnel; State Aid; Student Characteristics; Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Washington

Designed to answer the most frequently asked questions about the Washington Community Colleges (WCC), this report provides information about students, courses, faculty, staff, and facilities for the 1991-92 academic year and historical data from 1987-88 through 1991-92, where available. While the state's community and technical colleges were merged into a single system in fall 1991, data for technical colleges is provided only for facilities in this report. Following a brief history of Washington's community and technical college system, the five sections of this report examine enrollments and student demographics; courses offered, including full-time equivalents (FTE) by funding source and by college; community college personnel; facilities; and expenditures. Highlights of the report include the following: (1) during 1991-92, the WCC served 358,204 unduplicated headcount students; (2) 21% of the WCC student population were minorities, compared to a state minority population of 13%; (3) in 1991-92, WCC expenditures totaled $408 million from all revenue sources, including $377 million in state funds; (4) WCC capital appropriations for 1991-93 were $109 million; (5) the 32 campuses in the system occupy a total of 2,879 acres of land; (6) the WCC enrolled the equivalent of 107,073 full-time equivalent (FTE) students each quarter in 1991-92, of whom 93,798 were in state-funded courses; and (7) in 1991-92, the WCC employed 7,553 state-supported, FTE faculty, administrative, and exempt, classified, and other professional staff, representing a 3.7% increase over the previous year. Detailed data tables are included. (PAA)

ED 362 295 PS 021 730

Kaplan, Joan A.
The Co-Parenting System: Longitudinal Effects for Kindergartners of Differences between Mothers' and Fathers' Parenting Styles.

PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Children; Early Childhood Education; *Fathers; Interpersonal Competence; Kindergarten; Kindergarten Children; Longitudinal Studies; Marital Satisfaction; *Mothers; *Parent Child Relationship; Sex Differences
IDENTIFIERS- *Coparenting; *Parenting Styles

The purpose of this study was to extend research on parenting styles and parent-child socialization beyond the dyadic relationships and toward inclusion of variables that give information about the couple's co-parenting, that is, the way they work together as parents. At the initial assessment, 45 predominantly middle-class families with a preschool-age child took part in a laboratory visit. Both parents completed questionnaires about their marital relationship, while raters evaluated each parent's relationship with the child during laboratory play sessions. A total of 38 families took part in follow-up assessments 2 years later, in which kindergarten teachers evaluated each child's academic and social adaptation to school. Correlational and multiple regression analyses examined the extent to which marital quality, the quality of mothers' and of fathers' parenting during dyadic sessions, and the differences between mothers' and fathers' parenting styles helped predict children's academic and social adjustment. Results demonstrated that although the quality of mothers' and fathers' marital life and parenting was linked with some aspects of children's adjustment during kindergarten, in many instances, information about the co-parenting system helped predict children's adjustment over and above the contributions of marriage and parenting. (Author/MDM)

ED 362 163 IR 016 319

Dempsey, John V.; Driscoll, Marcy P.

Error and Feedback: The Relationship between Content Analysis and Confidence of Response.

PUB DATE- Jan 93
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Computer Assisted Instruction; *Confidence Testing; *Discrimination Learning; *Error Correction; *Feedback; Higher Education; Programed Instruction; *Time on Task; Undergraduate Students

This study examined the relationship between discrimination error (determined by content analysis and tryout data) and confidence of response (determined by self report). Subjects were 63 undergraduate students enrolled in a biology class for nonmajors who received classroom expository information and read a text on the topic before they completed a computer-based instructional module. Before subjects received any feedback on their responses to the module, they were queried about their confidence of response. Feedback was provided only to incorrect responses. The results indicated that students spent more feedback study time (i.e., elapsed time from when response-contingent feedback was first presented on the display screen until the learner pressed the appropriate key to view the next item) and required more question-based examples in studying content involving rules than concepts. As expected, students spend much more time studying feedback after fine discrimination errors than gross errors. Surprisingly, confidence of response was inversely correlated with feedback study time, as well as fine discrimination error and gross error. The negative relationship between fine discrimination errors and confidence of response could be explained by inconsistencies with the learners' self reports of their confidence of response and the relationship between high confidence errors and effort. (Contains 21 references.) (KRN)

ED 362 202 IR 016 358

Shank, Gary

Qualitative Research? Quantitative Research? What's the Problem? Resolving the Dilemma via a Postconstructivist Approach.

PUB DATE- Jan 93
NOTE- 29p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Philosophy; *Educational Research; Educational Researchers; Educational Technology; Elementary Secondary Education; Higher Education; Models; *Qualitative Research; *Research Methodology; Research Problems; Statistical Analysis
IDENTIFIERS- Positivism; *Postconstructivism; *Pragmatism

It is argued that the debate between qualitative and quantitative research for educational researchers is actually an argument between constructivism and positivism. Positivism has been the basis for most quantitative research in education. Two different things are actually meant when constructivism is discussed (constructivism and postconstructivism), making the reconciliation between constructivism and positivism nearly impossible. Constructivism holds that learning is a process of building up structures of experience. It is grounded in the works of Richard Rorty, Nelson Goodman, and Paul Feyerabend, whose philosophies are reviewed. As articulated in educational research, constructivism is a species of pragmatism. The second approach to constructivism, styled postconstructivism, is a model based on a split with the pragmatism with which constructivism is linked. The postconstructivist model says that we do not construct reality, because it is so rich and significant that all we need to do is "read" it. The postconstructivist alternative is to accept that we cannot impose our wills freely on reality, but that we are not slaves to some configuration of reality. Research into educational technology can advance when constructivism gives up the notion that the order it seeks is simply imposed by the subjectivity of the inquirer. (Contains 43 references.) (SLD)

ED 362 255 PS 021 168

Bloodborne Pathogens Exposure Control Plan.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Communicable Diseases; Compliance (Legal); *Day Care Centers; *Disease Control; Early Childhood Education; *Federal Regulation; Health Materials; *Labor Standards; *Occupational Safety and Health
IDENTIFIERS- *Bloodborne Pathogens; *Occupational Safety and Health Administration

This sample exposure control plan is a guide to assist child care providers in complying with the blood-borne pathogens standard issued by the Occupational Safety and Health Administration (OSHA). The standard requires employers to establish a written exposure control plan by May 5, 1992 (for exposure to microorganisms in human blood that cause disease, such as hepatitis B or HIV). This sample plan is designed so that providers can add information relevant to their own centers. Requirements for exposure determination and for implementation schedule and methodology are outlined, covering the following areas: (1) compliance methods, (2) needles, (3) work area restrictions, (4) personal protective equipment, (5) regulated waste disposal, (6) laundry procedures, (7) hepatitis B vaccine, (8) post-exposure evaluation and follow-up, (9) interaction with health care professionals, (10) training, and (11) record keeping. Sample forms are included for first aid incidents involving the presence of blood or other potentially infectious material and for a post-exposure follow-up and evaluation by a health care provider. Appendices include a sample declination statement and a Center for Disease Control report reviewing Public Health Service post-exposure recommendations for workers at risk of acquiring HIV infection. An attached OSHA booklet provides additional information about the standard, including addresses and telephone numbers of regional OSHA offices. (MM)

ED 362 275 PS 021 689

Gilleland, Kim

The Effects of Early Literacy Enriched Experiences on Kindergartners' Concept of Print Knowledge.

PUB DATE- 91

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Beginning Reading; Comparative Analysis; *Early Experience; *Enrichment Activities; Family Environment; *Family Influence; Kindergarten; *Kindergarten Children; Literacy Education; Preschool Education; Primary Education; *Student Experience

IDENTIFIERS- *Emergent Literacy; *Print Awareness

This study compared the concept of print knowledge in kindergarten children with and without preschool education. Subjects were 12 kindergarten students: 6 had received preschool education, and 6 had not. Subjects completed a series of tasks on Maria Clay's Concepts of Print test, and parents completed a questionnaire examining the frequency with which subjects participated in literacy-enriched activities. Analysis of the seven completed questionnaires showed that children with no preschool experience were equally aware of print concepts as children who had attended preschool. On the Concepts of Print tasks, students without preschool experience performed just as well as or better than children with preschool experience. Results showed that children who have no preschool experience are exposed to print concepts through literacy-enriched

ED 362 395   SE 053 667

Science and Math Education Reform. Hearing before the Committee
  on Governmental Affairs. United States Senate, One Hundred
  Second Congress, Second Session (Cleveland, Ohio, July 7, 1992).
PUB DATE- 93
NOTE- 233p.; Contains pages of extremely small type.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Demonstration Programs; *Educational Change;
  Elementary Secondary Education; Federal Government; Females;
  Hearings; *Mathematics Education; Minority Group Children;
  School Business Relationship; *Science Education
IDENTIFIERS- Congress 102nd; Hands on Science; *Ninth Grade
  Proficiency Test; Ohio; *Project Discovery; Women in Science

This document presents a field hearing of the Governmental Affairs Committee to examine the current reform efforts in science and mathematics education at the federal and state levels, focusing specifically on the experiences of Ohio. Nine witnesses representing various educational levels presented testimony concerning mathematics and science education initiatives in Ohio. Initiatives and issues discussed included: (1) the Ohio Proficiency Test; (2) Project Discovery, a project focusing on preparing middle school students to think critically and solve problems; (3) the National Center for Science Teaching and Learning; (4) curriculum reform; (5) societal factors influencing reform; (6) collaboration among the higher education, public education, and business sectors; (7) the B-WISER Institute, a summer camp and follow-up program that empowers young women to achieve in science; and (8) the under-representation of minorities and women in mathematics and science. Appendices contain copies of prepared statements by the witnesses and other participants. (MDH)

ED 361 944 EC 302 411

Weedon, Charles
Specific Learning Difficulties in Mathematics.
PUB DATE- Aug 92
NOTE- 88p.; For a related document, see EC 302 412.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Intervention; Language Skills; *Learning Disabilities; *Mathematics Instruction; *Mathematics Skills; Mathematics Teachers; Secondary Education; Secondary School Students; Secondary School Teachers; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Dyscalculia; Scotland

Specific difficulties in mathematics tend to receive much less attention than do parallel difficulties with language. Accordingly, as its contribution to an ongoing project on children's learning difficulties and what to do about them, the Tayside (Scotland) Region decided to focus on children's specific problems with mathematics/arithmetic and the kinds of services that exist for such problems. The study attempted no direct measurement of pupil aptitudes but instead drew upon the perceptions and professional understandings of a group of Tayside secondary mathematics teachers who, in conjunction with the two directors of the main project, developed, implemented, and completed the study. Based upon these teachers' assessments, findings suggest that: (1) specific difficulties with mathematics do exist as an isolated entity; (2) these difficulties are functions of pupil attributes, perhaps inherent and relatively fixed, in interaction with the particular nature of mathematics; and (3) current practices and services can meet the needs of pupils with such difficulties to only a modest extent. Language difficulties were seen as a barrier that came between the pupil and mathematics in accessing the material, comprehending what was required, carrying it out, and communicating the results of the work. Appendices provide a review of the literature, with approximately 60 references; methodological considerations; and data gathering instruments. (JDD)

ED 362 046 FL 021 511

Meara, Paul
EFL Vocabulary Tests.
PUB DATE- 92
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Difficulty Level; *English (Second Language);
Foreign Countries; Indo European Languages; *Language Tests;
Test Format; Testing; *Test Use; Vocabulary Skills

This volume contains a set of experimental English language vocabulary tests designed to be used with learners of English as a Second Language (ESL). The tests are graded into 6 levels of difficulty and there are 20 tests at each level. Teachers can use the tests to provide a rough lexical profile of individual students, or to monitor the progress of students whose lexical profile has already been established. The tests are based on work carried out at the Centre for Applied Language Studies at University College Swansea (Wales). The tests differ from conventional vocabulary tests in that responses are not given in a multiple choice format. Instead, the testee decides whether he knows the word or not and marks the word with a Y for yes or an N for no. A special feature of these tests is that each of them includes a number of non-existent, imaginary words, which supply an automatic check on how much guessing a testee is doing. An average testee can complete five or six of these tests in less than half an hour. The tests have not yet been validated with large populations of learners of ESL. The tests have been used with a range of learners who were native speakers of Indo-European languages, mainly French, Spanish, Italian, and the Germanic languages. (JP)

ED 362 068 FL 021 564

Katchen, Johanna E.
World Service Television: ELT Resource for Asia.
PUB DATE- 23 Oct 92
NOTE- 16p.; Paper presented at the Meeting of the International Association of Teachers of English as a Foreign Language (26th, Lille, France, October 23-26, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; Broadcast Television; Chinese; *English (Second Language); Foreign Countries; French; German; Instructional Materials; Japanese; Language Skills; *Listening Comprehension; Mandarin Chinese; Mongolian; Russian; Secondary Education; *Second Language Instruction; Second Language Programs; Spanish; Uncommonly Taught Languages
IDENTIFIERS- China; Japan; Korea; Mongolia; Philippines; Singapore; Thailand

This paper shows how satellite television programs can be used to advance Asian students' listening ability in English. Particular focus is on news broadcasts. The paper is divided into three sections, an introduction, some concluding remarks, and the substantive discussion headed "Using News Broadcasts in the EFL (English as a Foreign Language) Classroom." The discussion answers the following questions: (1) What are the advantages of using the news for language learning?, (2) What can students do to become better news listeners?, (3) What kinds of stories should I choose?, (4) How can I teach a videotaped news broadcast?, and (5) Can I use other news and information programs? It is concluded that if teachers help students to learn effective ways of using language to get information or to do the things they find interesting, they will continue to learn and to enjoy learning long after they leave their classrooms. (AB)

ED 362 087 HE 026 695

Puente, Antonio E., Ed.; And Others
Teaching Psychology in America: A History.

PUB DATE- 92
NOTE- 578p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; College Instruction; Conferences; Curriculum Design; *Educational History; Educational Philosophy; Graduate Study; *Higher Education; Intellectual Disciplines; Minority Group Teachers; *Psychology; Scholarly Journals; Teaching Methods; Textbooks; Undergraduate Study; *United States History; Women Faculty
IDENTIFIERS- American Psychological Association

This volume examines critical issues, significant events, and the contributions of key individuals and institutions to the history of the teaching of psychology in higher education. The 22 chapters in 5 sections were contributed by various authors. Section I treats general issues in teaching psychology and includes: "Evolution of Undergraduate Curriculum in Psychology, 1892-1992" (Thomas V. McGovern); "Collegiate Career Advising: Status, Antecedents, and Strategies" (Mark E. Ware); "The Socratic-Sophistic Continuum in Teaching Psychology and Psychological Research in America" (John J. Furedy); and "International Development of Psychology as an Academic Discipline" (Helio Carpintero). Section II describes key individuals and includes the following chapters: "Psychologists as Teachers: Sketches Toward a History of Teaching During 100 Years of American Psychology" (Donald A. Dewsbury and Wade E. Pickren); "A Brief History of the American Psychological Foundation's Award for Distinguished Teachers of Psychology" (David J. Pittenger); "Women: Their Influence and Their Impact on the Teaching of Psychology" (Florence L. Denmark and Linda C. Fernandez); "Ethnic Minorities in the Teaching of Psychology" (L. Phillip Guzman, R. Steven Schiavo, and Antonio E. Puente); and "'I Was Just Lucky': An Interview with Model Teacher Wilbert J. McKeachie" (Jane S. Halonen). Section III highlights important conferences in the following chapters: "National Conferences on Undergraduate Psychology" (Margaret A. Lloyd and Charles L. Brewer); "Education and Training Conferences in Graduate Education" (Cynthia Belar); "Conferences on Internship and Postdoctoral Training" (Cynthia Belar); and "Regional Conferences for Teachers and Students of Psychology" (Stephen F. Davis, Randolph A. Smith). Section IV looks at the role of professional associations in the advancement of teaching and includes: "The American Psychological Association and the Teaching of Psychology, 1892-1945" (C. James Goodwin); "Advancing the Teaching of Psychology: Contributions of the American Psychological Association, 1946-1992" (Paul D. Nelson and George Stricker); "Division in Search of Self: A History of the APA Division 2, the Division of the Teaching of Psychology" (Randall D. Wight and Stephen F. Davis); "A Quartet of Councils Interested in the Teaching of Psychology" (Randolph A. Smith); and "Psi Chi and Psi Beta: The Two National Honor Societies in Psychology" (Ruth Hubbard Cousins, Carol Tracy, and Peter J. Giordano). Section V reviews key publications in: "Teaching of Psychology, the Journal" (Robert S. Daniel); "Portraits of a Discipline: An Examination of Introductory Psychology Textbooks in America" (Wayne Weiten and Randall D. Wight); "Psychological Handbooks: History and Function" (James L. Pate); and "Constancy and Change: Teaching as Depicted in Psychology Journals" (Bernard C. Beins). Most chapters cite extensive references. (JB)

ED 362 220 JC 930 431

Shoultz, Dianne; And Others
A Shared Vision. Revised.
PUB DATE- 3 Jun 91
NOTE- 61p.; Report presented to the President's Cabinet of Hawkeye Institute of Technology (Waterloo, IA, April 19, 1991).
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Budgets; *Centralization; College Graduates; *Counseling Services; *Educational Counseling; Faculty Advisers; Intervention; *Program Development; *Special Needs Students; Student Recruitment; Technical Institutes; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Hawkeye Institute of Technology IA

This report offers information on Hawkeye Institute of Technology's (HIT's) existing student services and plans for the development of a centralized Educational Services Center (ESC) to provide comprehensive support services to HIT students from initial contact with the college beyond graduation. Examples of ESC services include assessment, career planning, financial aid advising, orientation, tutoring, study skills courses, academic advising, job referrals, and transfer services. The report includes: (1) introductory information on the administrative charge and development team vision that underpin the student services plan; (2) a profile of the services provided to special needs students during the 1990-91 school year; (3) a discussion of the impact of the Carl D. Perkins Vocational and Applied Technology Act of 1990; (4) a glossary of terms; (5) charts illustrating the planned collaborative support system; (6) a detailed discussion of the ESC's purpose, services, procedures, administrative structure, components, availability, and reporting mechanisms; (7) a list of potential sources of financial support; (8) information on staffing and personnel needs and requirements, including job descriptions; (9) an overview of space needs for the ESC; and (10) a suggested expense budget. Appendixes include a report on a Perkins compliance site visit conducted by the Iowa Department of Education, raw results from student surveys on counseling needs and reasons for dropping out of HIT, reports on the utilization of on-campus special needs staff and on the implementation of Asset assessment testing, space and budgetary information, and Success Center enrollments. (MAB)

ED 362 337 PS 021 864

Preschool Curriculum Framework.

PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; *Curriculum Development; Curriculum Guides; *Developmental Tasks; Educational Philosophy; *Learning Activities; Play; Preschool Children; *Preschool Curriculum; Preschool Education; Teaching Methods

Designed for use in curriculum development and as an instructional guide for preschool programs in Shasta County, California, this framework provides information on curriculum areas, developmental indicators, and appropriate activities at the preschool level. Specifically, this framework represents a resource for teachers, curriculum specialists, administrators, and the Board of Trustees in planning courses of study, developing instructional objectives and learning activities, selecting instructional materials, and evaluating programs. Following a brief foreword, the philosophy behind the preschool curriculum is described, emphasizing the importance of a play-based, developmentally appropriate environment. Next, developmental indicators are described and appropriate activities and content are listed for the following 14 curriculum areas: (1) social and emotional development, emphasizing activities that develop children's self-confidence; (2) physical development, including gross and fine motor skills and the promotion of self-help skills; (3) cognitive development, including activities relevant to children's experience; (4) creativity, stressing the use of open-ended activities; (5) mathematics; (6) reading, emphasizing regular reading experiences and listening skills practice; (7) language skills, highlighting the importance of respect for children's home language; (8) art; (9) music; (10) science, placing an emphasis on the act of discovery; (11) nutrition, suggesting the use of cooking activities to engage children in learning; (12) social studies; (13) play; and (14) special activities for handicapped or other special needs students. Contains 34 references. (BCY)

ED 362 374 RC 019 353

Horwood, Bert
Humpty Dumpty Reconsidered: Seeing Things Whole in Outward Bound.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; *Educational Philosophy; Elementary Secondary Education; *Experiential Learning; *Holistic Approach; Relevance (Education); *Student Experience
IDENTIFIERS- Learning Environment; *Outward Bound; *Program Characteristics

For education to make a lasting difference in people's lives, it must touch all dimensions of being human in ways that are integrated or holistic. Content and instructional methods, such as those of Kurt Hahn and Charity James, that are based on images of the intact human being see things whole from the beginning. But our school experience and the dominant influence of reductionist thought make it nearly impossible to avoid fragmenting program content and delivery. Restoring the wholeness to the fragments is difficult. Long-term observation of students in Outward Bound and other adventure programs suggests that six factors have the power to cut across the separateness of program components. These transcendent factors are: (1) active student experience with the subject phenomenon; (2) student experience of the complete process; (3) student perception that the experience is authentic or relevant to the real world (regardless of the objective reality of the problem situation); (4) student responsibility and exposure to the natural consequences of decisions and actions; (5) challenge, pain, or fear that causes students to draw on every conceivable resource; and (6) sense of community. In terms of educational significance, students' emotions and beliefs count as much as their knowledge. In this connection, there is an unresolved debate in adventure education about how to develop the spiritual dimension of courses while respecting the various beliefs that students hold. (SV)

ED 361 963 EC 302 433

How Can We Help? A Resource for Families.
PUB DATE- Oct 91

NOTE- 6p.; For a related parental guide, see EC 302 434.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Early Childhood Education; Early Intervention; Evaluation Methods; Individualized Programs; *Needs Assessment; *Parent Participation; *Planning; *Rating Scales
IDENTIFIERS- Family Needs; *Individualized Family Service Plans

This document presents an instrument to help families of special needs children to identify their resources and their concerns, for use in development of the Individualized Family Service Plan (IFSP). The first part of the instrument includes a series of open-ended questions that provide families an opportunity to identify their concerns, in general terms, in relation to their children's development. Families may choose to share their responses to the questions with the rest of the IFSP planning team, may use them as a basis of discussion with their service coordinator, or may use the questions to help in planning but not share their responses with other team members. The second part of the instrument is a checklist that families can use to identify their priorities in specific areas. These areas include information, help with child care, medical and dental care, community services, talking about the child, and planning for future and transition needs. The first part of the instrument is generally made available to families as they begin planning for their children's assessments and the second part after eligibility for services has been determined. (JDD)

ED 361 983 EC 302 454

Disproportionate Participation of Students from Ethnic and Cultural Minorities in Special Education Classes and Programs: Forum To Examine Current Policy. Project FORUM. Report of a

Policy Forum (Alexandria, Virginia, June 3-4, 1993).

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Cultural Differences; *Educational Policy; Elementary School Students; Elementary Secondary Education; Eligibility; Enrollment Influences; *Enrollment Rate; Enrollment Trends; *Ethnic Groups; Government Role; Incidence; *Minority Groups; Referral; Secondary School Students; *Special Education; Student Evaluation

A policy forum was convened on the disproportionate participation of students from ethnic and cultural minorities in special education classes and programs, to promote a constructive national dialogue. The charge to participants was to identify the issues underlying the problem of disproportionate participation of minorities and to identify strategies for promoting systemic state and federal policy alternatives and ensure equitable referral, assessment, and eligibility determination for all students. The policy forum resulted in identification of 76 issues which were arranged within eight clusters, including: cultural sensitivity and family participation; referral, assessment, and identification; preservice and inservice training; policy, regulation, and funding; diversity in schools and communities; social and community issues; marketing and public relations; and outcomes, effectiveness, and data. Twenty-five strategies were recommended, with the following themes: teacher and professional support for meeting the needs of minority students; more input from and influence of minority parents and professionals; procedures that encourage integration; elimination of arbitrary and stigmatizing labels; monitoring of state and local practices by federal government; and research needs. Appendixes contain a participants list, communications with participants, an agenda, output from the policy forum, the issues identified by participants, and the recommendations for action. (JDD)

ED 362 025 FL 021 485

Faingold, Eduardo D.
The Development of the Definite Article from Latin to Spanish and Portuguese.
PUB DATE- Jan 93
NOTE- 35p.; Paper presented at the Annual Meeting of the Linguistic Society of America (67th, Los Angeles, CA, January 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Determiners (Languages); Diachronic Linguistics; Form Classes (Languages); *Grammar; *Latin; *Portuguese; *Romance Languages; Rumanian; *Spanish; Uncommonly Taught Languages
IDENTIFIERS- *Demonstratives (Languages)

A study analyzed the emergence of the definite article in language history from classical Latin to vulgar Latin, Spanish, Portuguese, and Rumanian. It traces the grammaticalization of demonstratives into both nominative and accusative definite articles, both pre- and post-nominal. It is shown that based on documents from the fourth to sixth century, speakers mark with Latin demonstratives those noun phrases whose referents have a prominent role in discourse or are accessible to the speaker and hearer before as well as after the noun phrase. Also, as found in eighth-century documents, noun phrases that are prominent or accessible to speaker and hearer are preceded by Latin demonstratives, and in the 12th century and modern Romance languages, the definite article precedes those noun phrases that can be identified by the speaker or hearer, regardless of whether or not they play a prominent role in discourse. It is proposed that similarity between demonstratives and articles is not coincidental, but due to processes whereby old forms acquire new functions, including more abstract functions. Therefore, part of the system used for mapping perceptual space in the real world (e.g., demonstratives) also serves to map space in discourse. Contains 18 references. (MSE)

ED 362 107 HE 026 715

Ortega y Gasset, Jose; Nostrand, Howard Lee, Ed.
Mission of the University (Mision de la universidad).
PUB DATE- 92

NOTE- 84p.; Originally published in 1944 by Princeton University Press. Translated by Howard Lee Nostrand.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Translations (170)
DESCRIPTORS- *College Role; Colleges; Cultural Education; Educational Change; *Educational History; Educational Quality; Higher Education; *Institutional Mission; Political Science; Professional Education; *Relevance (Education); Research; Universities

In this book a 20th century Spanish philosopher attempts to answer two essential questions concerning the mission of higher education: first, what is the knowledge most worth knowing by all students? and, second, what is the function of the university in a modern democracy? The writer defines four primary missions for the university: (1) the teaching of the learned professions; (2) the fostering of scientific research; (3) training for political leadership; and (4) the creation of cultured persons with the ability to make intellectual interpretations of the world. This new edition also contains an new introduction (by Clark Kerr) in which the author's ideas are analyzed in their historical context and in which speculations are raised on how the great issues dealt with in the text can be made contemporary for modern students facing the challenges and uncertainties of the 21st century. Contains an index. (GLR)

ED 362 316 PS 021 775

The 1993 Family Day Care Licensing Study. Family Day Care
Advocacy Project.

PUB DATE- May 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Early Childhood Education; Elementary Education; *Family Day Care; National Surveys; State Legislation; *State Standards
IDENTIFIERS- *Family Day Care Providers

This study contains the results of a nationwide survey of state regulatory agencies conducted to update family day care licensing information gathered in 1992. Following a list of definitions for terms used in the study and a brief overview of each state's regulatory requirements for small and large family day care providers, the main section provides a two- to five-page entry for each state and the District of Columbia. Each entry provides the following information: (1) number of day care homes; (2) regulations and requirements; (3) training and orientation; (4) provider qualifications; (5) complaint procedure; (6) discipline policy; (7) immunization policy; (8) nutrition policy; (9) smoking policy; (10) emergency medical consent policy; (11) infant care programs; (12) sick child care programs; (13) special needs care programs; (14) before and after school programs; (15) national life safety fire code; (16) zoning; (17) available resources; (18) local contact; and (19) pending legislation. Each entry also provides the name, address, and telephone number of the official who supplied the information. (MDM)

ED 362 356 RC 019 314

Ramirez, Ray, Ed.
Freedom of Religion: A Time for Justice. Second Special Edition.
PUB DATE- 93

NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian History; American Indians; *Civil Liberties; Civil Rights Legislation; Court Litigation; *Federal Indian Relationship; Federal Legislation; Hawaiians; Religion; *Religious Discrimination
IDENTIFIERS- *Native Americans; *Religious Freedom; Supreme Court

This special theme issue outlines the history of discrimination against traditional Native American religions, including recent Supreme Court decisions. "Discrimination and Native American Religious Rights," by Senator Daniel K. Inouye, discusses the compelling government interest in eradicating discrimination and describes two Supreme Court decisions denying constitutional protection of tribal sacred sites and the practices of minority religions. "The Repression of Indian Religious Freedom," by Patricia Nelson Limerick, examines the history of federal policies suppressing Indian religious liberty. Public policy long assumed that the "civilization" of the Indians and their conversion to Christianity were inseparable. During the 19th century, a missionary movement swept through the United States, and federal funds for Indian education provided partial support for missionary schools. The question of religious liberty was viewed as a matter among Christian churches and not applicable to Indian spiritual practices. In the 1880s, the Department of the Interior created courts of Indian offenses, which targeted both religious practices and customs that were considered antithethical to the work ethic (such as sharing property). The campaign against Indian religions was ultimately a campaign against the Indian family because it sought to assimilate the younger generation by removing the influence of the elders. This issue also includes an explanation of the Native American Free Exercise of Religion Act of 1993, introduced by Senator Inouye, and a list of publications on federal Indian education laws, tribal government, and tribal economic development. (SV)

ED 362 004 FL 021 375

Reinforcing E.S.L. with Los Cumbancheros Choral Performance Group (Los Cumbancheros). 1991-92 Final Evaluation Report. OREA Report.

PUB DATE- Jul 92
NOTE- 26p.; Appendix D, a high school newspaper article, is partially illegible due to filled print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Choral Music; *Cultural Activities; *Dance; Elementary School Students; *English (Second Language); Enrichment Activities; Intermediate Grades; Junior High Schools; Junior High School Students; Language Proficiency; Limited English Speaking; *Music Education; *Native Language Instruction; Parent Participation; Program Effectiveness; Program Evaluation; Second Language Instruction; *Singing; Spanish Speaking; Staff Development

A program to reinforce English-as-a-Second-Language (ESL) learning through participation in a choral performance group (Los Cumbancheros) is described and evaluated. The program served 218 students in 5 intermediate and junior high schools and 2 elementary schools in the Bronx (New York). Most students were classified as limited English proficient; some English-proficient and special-education students were also served. Instruction was offered in Spanish native language arts (NLA), ESL, and music and music theory. Students participated in choral performances or in a percussion and dance group. Groups performed at a variety of multicultural activities throughout the school year. Staff development and parental involvement activities were also offered. Evaluation of the program found it met its objectives in NLA, ESL, music theory, English and Spanish oral language proficiency gains, and participation in cultural and educational events. It partially met objectives for staff development and parental involvement. Recommendations for program improvement include: exploration of ways to document student achievement more fully; holding the required number of training sessions for teachers; and increased effort to interest parents in attending workshops. Staff information, scheduling information, performance calendar, school newspaper article, and list of instructional materials and songs are appended. (MSE)

ED 362 125 HE 026 733

College and University Revenues and Expenditures: New York State Fiscal Year Ending 1992.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Finance; *Expenditures; *Higher Education; *Income; Private Colleges; Proprietary Schools; State Colleges; Tables (Data)
IDENTIFIERS- Integrated Postsecondary Education Data System; *New York

This document offers four tables of data on revenues and expenditures at institutions of higher education in New York state in the fiscal year ending 1992. Table 1 is a summary of current funds revenue by source. Table 2 is a summary of current funds expenditures and mandatory transfers by function in colleges and universities. Table 3 shows current funds revenues by source in institutions of higher education by institutional classification. Table 4 illustrates current funds expenditures and mandatory transfers by function in institutions of higher education by institutional classification. The data source is the Higher Education Data System Form IPEDS-F1 "Financial Statistics of Institutions of Higher Education" and New York State Supplement. (JB)

(Contains 14 references.) (Author/KRN)

ED 362 184 IR 016 340

Lucas, Leslie A.; Tuscher, Leroy J.
The Effect of Interface Types on Learning and Satisfaction for Computer-Assisted Instruction.
PUB DATE- Jan 93
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Comparative Analysis; *Computer Assisted Instruction; *Computer Graphics; *Courseware; Elementary School Students; Intermediate Grades; *Performance Factors; Pictorial Stimuli; Reaction Time; Satisfaction; Secondary Education; Secondary School Students; Statistical Analysis; Verbal Stimuli
IDENTIFIERS- Accuracy; *Screen Format

This study investigated whether the visual forms of buttons influenced learning and satisfaction when early adolescent students were asked to perform tasks using computer-assisted instruction (CAI). Ninety subjects participated. Three visual forms were designed for buttons located in a CAI application. One contained pictures for commands, the second contained words for commands, and the third contained the combination of pictures and words. Each subject was assigned to one of six groups. Each group used two of the three styles of buttons. The groups performed two sets of three tasks. Response time, accuracy, and satisfaction were measured. The results indicated that groups performed faster with the second task set. The results also indicated that groups were more accurate in their responses when the buttons illustrated words than when the buttons illustrated the combination. Results for satisfaction indicated that groups were more satisfied with the combination than they were with the words. (Contains 8 references. (Author)

ED 362 238 JC 930 462

Nolte, Walter H.; And Others
Student Success: Implementing a Comprehensive General Education Program for Occupational Students.

PUB DATE- May 93
NOTE- 17p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Curriculum Development; Educational Innovation; Employer Attitudes; *General Education; *Instructional Development; Instructional Effectiveness; *Integrated Curriculum; Needs Assessment; *Program Development; Skill Development; Standards; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Tacoma Community College WA

Reviewing accreditation standards and employer needs surveys emphasizing the importance of general skills for graduating occupational students, this paper describes the 5-year process utilized at Tacoma Community College, in Washington, to develop and implement a general education program for its occupational degree and technical certificate students. Following a brief introduction, local accreditation standards established in 1984 are discussed, highlighting the emphasis on general education in occupational and certificate programs. Next, results from surveys of employer needs are summarized, indicating that most employers consider basic academic skills, communication skills, and adaptive skills to be more important than specific technical skills. The first 2 years of the planning process are then described, reviewing the formation of a task force and the definition of the following six essential skill areas: communication, computation, leadership, human relations, critical thinking, and computer literacy. The next sections discuss outcomes for the third and fourth years, including the development of an implementation document based on faculty input which suggested a flexible approach to implementing general education requirements, as well as efforts to win approval for the plan. The final section describes the implementation of the requirements, indicating that program faculty have been pleased with results and students have enjoyed the flexibility in the curriculum. Contains 12 references. (ECC)

activities at home. (MM)

ED 362 276 PS 021 694

Fricker, Jacques
Putting an End to Diarrhoeal Diseases.
SPONS. AGENCY- World Health Organization, Geneva (Switzerland).
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Health; Childhood Needs; *Communicable Diseases; *Developing Nations; *Disease Control; Health Promotion; Hygiene; Nutrition; *Oral Rehydration Therapy; Preventive Medicine; Symptoms (Individual Disorders)
IDENTIFIERS- *Dehydration; *Diarrhea

Focusing on health issues in developing countries, this journal presents information about diarrhoeal diseases and related health problems. The journal is divided into the following sections: (1) "Intestinal Absorption of Water and Electrolytes"; (2) "Diagnosis of Infectious Diarrhoea"; (3) "Hydration and Dehydration"; (4) "Diet and Diarrhoea"; (5) "Home Treatment of Diarrhoea"; (6) "Treatment of Dehydration"; (7) "Prevention of Diarrhoea"; and (8) "Special Cases" (dysentery, persistent diarrhoea, fever and diarrhoea, diarrhoea and AIDS, management of cholera patients, and vaccines). Appendices include treatment plans for diarrhoea and dehydration, a plan for quickly treating severe dehydration, a child growth chart and information for determining if a child is undernourished, as well as guidelines for managing problems associated with diarrhoea. (MM)

ED 362 296 PS 021 732

Maddaus, John
Worlds Apart or Links Between: Theoretical Perspectives on Parent-Teacher Relationships.
PUB DATE- 5 Apr 91
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 5, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; *Educational Theories; Elementary Secondary Education; Family Influence; Family Involvement; *Family School Relationship; *Feminism; *Parent Teacher Cooperation; Politics of Education; *Social Theories; *Theory Practice Relationship; Womens Education

This paper explores the insights of five social theorists regarding families, schools, and parent-teacher relations. The five theorists are: (1) Urie Bronfenbrenner, a child psychologist and advocate of public policies that support families, who argues that frequent, positive communication between parents and teachers creates the optimal conditions for child development; (2) Talcott Parsons, the sociologist primarily responsible for the development of structural/functional theory in American sociology, who contends parent-teacher contacts are not important beyond some minimal level since, in general, both teachers and parents share the same basic goals for children; (3) Sara Lawrence Lightfoot, a sociologist of education, who points to characteristics of family and school life that result in conflict and distancing between parents and teachers; (4) Jane Roland Martin, a philosopher of education and feminist, who focuses on the education of girls and women in order to understand the purposes of education for both males and females; and (5) Miriam David, a British social policy analyst who has combined Marxist and feminist perspectives in her studies of the politics of education. Each of the theorists is introduced in turn; their ideas are summarized, compared to those analyzed earlier, and critiqued. Issues raised by the theorists are summarized in the form of a list of questions for further research. (AC)

ED 362 047 FL 021 512

Evans, Charlotte; Zimmer, Kyra
"Kids R Bi-Bi": Sign Talk Development Project.

PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Sign Language; *Biculturalism; Bilingualism; *Bilingual Students; Day Care; *Deafness; Foreign Countries; Parents; Preschool Children; Preschool Education; Second Language Programs
IDENTIFIERS- Manitoba (Winnipeg); *Sign Talk Childrens Centre MB

Sign Talk Development Project (STDP) is a four-pronged project that grows out of needs identified through the program of Sign Talk Children's Centre (STCC). STCC is a bilingual/bicultural day care for children of deaf parents in Winnipeg, Manitoba. The center offers programming in two languages, American Sign Language (ASL) and English; and in two cultures, Deaf and Hearing, for children ages 2 to 5 years. Videotape and naturalistic data collected during the first year of the STDP are discussed. The percentage of children with language delays at STCC is 20%, significantly lower than that reported at the time of the initial assessment in 1988. Results are discussed with respect to hearing children of hearing parents; deaf children of deaf parents; deaf children of hearing parents, and hearing children of deaf parents. The future of the STDP is discussed. (Contains 2 references.) (Author/JP)

ED 362 069 FL 021 565

Poulsen, Erik
Analyzing Collaborative Writing Processes from Split-Screen Video Recordings.

PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Case Studies; *Cooperation; *English (Second Language); Evaluation Research; Foreign Countries; High Schools; High School Students; Language Proficiency; Tape Recordings; Word Processing; *Writing Processes; Writing Research
IDENTIFIERS- Denmark

In this pilot project, nine pairs of Danish teenagers with different levels of English proficiency were observed and of these three pairs were studied in greater detail, as they worked on English writing assignments on a word processor. The approach used in gathering data was based on video recordings using a split-screen technique. Half the screen showed the progression of the written text, while the other half showed what the pair of students were saying and doing. Included are a table showing when each pair was observed, their grade and English proficiency level at the time of observation, a thorough description of each assignment, observation "notes" on the work done and the students' collaboration, the final texts produced by students, a summary of the students' work, and an analysis of the difficulties perceived by the students while formulating the written text in their collaborative processes. (AB)

ED 362 145 IR 016 301

Allen, Brockenbrough S.; And Others
Computer-Based Mapping for Curriculum Development.
PUB DATE- Jan 93
NOTE- 25p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Computer Uses in Education; *Curriculum Development; Higher Education; Illustrations; Innovation; Learning Activities; Lifelong Learning; Masters Degrees; Microcomputers; Research Methodology; *Semantics; Teleconferencing
IDENTIFIERS- *Competency Mapping; Computer Mapping; *Curriculum Mapping; Database Development; Domain Analysis; Domain Specifications; Knowledge Maps; Semantic Networks

This article describes the results of a three-month experiment in the use of computer-based semantic networks for curriculum development. A team of doctoral and master's degree students developed a 1200-item computer database representing a tentative "domain of competency" for a proposed MA degree in Workforce Education and Lifelong Learning (WELL). The team gathered descriptions of knowledge that might be relevant to the proposed degree from state and national reports, existing course syllabi, textbooks, and interviews with subject matter experts. Using SemNet, a Macintosh-based program for constructing and analyzing semantic networks, they explored methods for organizing these decisions as a "map" of related skills and ideas that would in turn serve as a framework for a WELL curriculum. The team explored various methods for using domain maps to define course content, to recommend learning activities, and to provide academic counseling to prospective WELL students. Among the innovative methods for conducting this experiment in curriculum development was the use of computer software for synchronous conferencing, which allowed team members to collaborate in evaluating and integrating domain maps. (Contains 32 references.) (Author)

ED 362 164　　　　IR 016 320

Doran, Martha S.; And Others
Student Performance and Attitudes Using Peer Collaboration in Accounting.
PUB DATE- Jan 93
NOTE- 17p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accounting; *Achievement Gains; Analysis of Variance; Business Administration Education; Classroom Techniques; Comparative Analysis; *Concept Teaching; Cooperative Learning; Higher Education; *Independent Study; *Peer Groups; Pretests Posttests; Student Attitudes; Undergraduate Students
IDENTIFIERS- Active Learning; *Organizers

The present study was conducted to investigate the effects of peer collaboration and individual study as modes of practice, using the lesson content of a required introductory accounting course. The study also examined the effects of using content organizers on the practice worksheets. Data were analyzed using a 2 x 2 analysis of variance comparing posttest performance across practice modes (peer collaboration and individual) and content organizer treatments (organizers versus no organizers). Data from the attitude questionnaire were analyzed for variations in responses between the peer collaboration and individual work groups. Students showed a significantly higher level of achievement using the practice mode of peer collaboration, as well as having significantly more positive attitudes towards this method of classroom practice in problem solving. Several factors may have contributed to the positive results for peer collaboration. These include providing and explaining the answer, obtaining feedback and discussion, and playing an active role in learning. (Contains 8 references.) (Author)

ED 362 203 IR 016 359

Sherman, Greg

Varying the Narration Presentation Format and On-Screen Character-Narrator Relationship in an Instructional Science Film.

PUB DATE- Jan 93
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Age; Comparative Analysis; Comprehension; Grade 7; *Instructional Films; Interest Inventories; Junior High Schools; Junior High School Students; *Narration; Recall (Psychology); Secondary Education; *Secondary School Science; *Sex Differences; *Student Attitudes; Tables (Data)
IDENTIFIERS- Amount of Invested Mental Effort

This study examined how learning, attitudes, and mental efforts are affected by changing the verbal information presentation format and relationship between the narrator and on-screen character in a junior high school-level science film. Twenty seventh-grade science classes (N=441) were randomly assigned to one of five treatment groups. Each class viewed a 16-minute film about a girl their own age designing and carrying out an experiment with plants. The visual channel remained the same for each group, but the narration was changed to create versions with an adult or teen narrator presenting the information in story or direction format. Altering the age and presentation format of the narrator also changed the relationship between the narrator and on-screen character. Recall and comprehension of information were measured along with self-reported amount of invested mental effort, interest, and confidence in doing plant experiments. Results indicated students learned more when the information was presented in a story format, especially when the narrator was their own age. Females indicated a higher level of interest in the film and confidence in doing plant experiments. A gender narrator "age" interaction for amount of invested mental effort was observed. Various ideas are advanced for explaining posttest results and survey data, including the effects of peer role models and dual code information processing. Implications for future instructional film research are discussed. Four tables and graphs are appended. (Contains 11 references.) (Author)

ED 362 256 PS 021 329

Onibokun, Yemi
Division of Labor in Child Care: A Cross Cultural Analysis.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jul 92
NOTE- 21p.; Paper presented at the International Conference on Women in Africa (1st, Nigeria, July 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Child Caregivers; *Child Rearing; Comparative Analysis; *Day Care; Employed Parents; Employed Women; Employer Supported Day Care; Family Life; *Fathers; Foreign Countries; *Mothers; *Parent Child Relationship; Parent Participation; Preschool Education; Public Policy; Role Conflict
IDENTIFIERS- *Nigeria

Using data extracted from an international study, the 1988 IEA Preprimary Study Phase I, this study examined the number of hours a Nigerian child and an American child each spends with different caregiving adults on a typical day. The focus of the study was on the parents' commitment of time to child care. Results show that out of the 16 hours an average child is awake, the typical child in the Nigerian and American sample spends most of his or her time with the mother. The typical American child spends 10 hours and 42 minutes with the mother, while the average Nigerian father and the average American father each spends less than one hour with the child. In the American context, the teacher spends more time with the child than the father; in the Nigerian context, the nanny spends more time with the child than the father. The results support the argument that the traditional child care pattern should change, and recommend the development of family-responsive policies and actions. Recommended policies include employer-support activities and direct government intervention to facilitate the reorganization of child care in families so that mothers, whether working at home or in the public domain, will enjoy a more fulfilled life. (SM)

ED 362 396 SE 053 668

Bielenberg, Joy E.

How a Teacher's Beliefs and Knowledge Inform Practice.

PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Case Studies; Developmental Stages; Grade 7; Interviews; Junior High Schools; Knowledge Level; Middle Schools; *Science Instruction; *Science Teachers; Secondary School Teachers; Student Role; Teacher Attitudes; *Teacher Behavior; *Teacher Role
IDENTIFIERS- *Pedagogical Content Knowledge; *Subject Content Knowledge

This preliminary case study examined the knowledge and beliefs one seventh grade science teacher to determine: (1) how the teacher's knowledge and beliefs about teaching and learning informed her thinking and actions; (2) what her conception of teaching was; and (3) what were the constraints of the instructional setting. Data was collected from three sources: classroom observations conducted for 10 consecutive days, three interviews, and a collection of student assignments. Analysis of the data provided a teacher profile that included a description of: the teacher's role; students' roles; the teacher's subject and pedagogical content knowledge; constraints to implementing teaching consistent with beliefs; the teacher's stage in Kaufman's teacher development framework; and the teacher's view of the nature of science. Further questions to supplement the study are raised, and limitations and strengths of the present study are discussed. Contains 23 references. (MDH)

ED 361 945 EC 302 412

Riddell, Sheila; And Others
Specific Learning Difficulties: Policy, Practice and Provision.
SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.
PUB DATE- Aug 92
NOTE- 265p.; For a related document, see EC 302 411; for a summary of this report, see EC 302 453.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Dyslexia; *Educational Methods; Educational Policy; Educational Practices; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Handicap Identification; Health Services; *Instructional Effectiveness; *Intervention; *Learning Disabilities; Parent Attitudes; Secondary School Students; Student Evaluation; Teacher Attitudes; Teacher Education; Voluntary Agencies
IDENTIFIERS- *Scotland

A project that sought to describe current policies and practices for the recognition, identification, assessment, and provision for the needs of Scottish children with specific learning difficulties associated with literacy is described. Other aims were: to identify criteria used to judge the effectiveness of different approaches; to report on how policies and practices perform in relation to those criteria and to present this information in a way that informs and advises decision makers on how to deal with these problems. The perspectives of policymakers, consumers, practitioners, teacher educators, and others were acquired through interviews and questionnaire surveys. Chapters of the report address: (1) regional provision for identification and meeting of student needs; (2) Scottish Examination Board arrangements; (3) preparation of beginning teachers for work with students with learning problems and ways in which experienced teachers enlarge their knowledge; (4) learning support teachers' views of meeting children's needs; (5) parents' perspectives; (6) the role of voluntary organizations; (7) illustrations of provision and practice; and (8) provision for specific learning difficulties within the health service. The report distinguishes among three ways of looking at specific learning difficulties: the discrete group view; the part of the continuum of learning difficulties view; and the anticategorization view. Six areas of conflict are identified, namely, policy differences, economic factors, disagreements among different stakeholder groups, recognition of learning difficulties, what constitutes effective provision, and emotional conflicts. Appendixes contain a literature survey, interview questions, questionnaires, and summaries of policy documents. (Contains 47 references.) (JDD)

ED 361 964 EC 302 434

Garland, Corinne, Ed.
A Guide to Early Intervention. A Resource for Families.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 92
NOTE- 41p.; For a related document for parents, see EC 302 433.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Confidentiality; *Disabilities; *Early Intervention; Evaluation; Family Involvement; Home Visits; *Individualized Programs; Infants; Information Needs; *Parent Participation; *Parent Role; Planning; Preschool Education; Program Development; Teamwork; Toddlers
IDENTIFIERS- *Individualized Family Service Plans

This guide was developed to introduce families of young children with disabilities to the early intervention system. It describes early intervention services and defines the roles and responsibilities of parents and practitioners. The guide uses a question and answer format to present information on the following topics: (1) what is early intervention?; (2) why are there programs and services for families and babies?; (3) whom does early intervention help?; (4) who refers children to early intervention services?; (5) what does early intervention offer families?; (6) what can families offer early intervention?; (7) who pays for early intervention services?; (8) what information will the early intervention service provider need to help the child?; (9) why is an assessment needed?; (10) what happens during an assessment?; (11) why does an early intervention program need the parents' help?; (12) why is an early intervention team used?; (13) what happens during the Individualized Family Service Plan (IFSP) planning time?; (14) what will be in the IFSP?; (15) who may be providing early intervention services?; (16) how can the service coordinator, infant specialist or teacher, speech/language pathologist, occupational or physical therapist, social worker, and psychologist help?; (17) what early intervention services may be offered?; (18) what will happen during home visits?; (19) what is in the child's file?; (20) what are procedural safeguards and privacy?; and (21) what kinds of programs and services are available for the child after his or her third birthday? (JDD)

ED 362 108 HE 026 716

Fraas, John W.
A Faculty Consistency Pay Program.
PUB DATE- Oct 93
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (15th, Chicago, IL, October 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College Faculty; Comparative Analysis; *Compensation (Remuneration); *Employer Employee Relationship; Employment Experience; *Faculty College Relationship; Higher Education; Program Development; Program Evaluation; Research Methodology; Seniority; Teacher Attitudes; *Teacher Salaries
IDENTIFIERS- *Ashland University OH; *Salary Compression

This paper examines the problem of experience level versus compensation level of college faculty via a study of 129 faculty members at Ashland University (Ohio). It presents the procedures that were used to identify faculty salary compression (in which new faculty may be paid more at equal or higher levels than existing senior faculty) at the school. It also discusses the compensation program (the Faculty Consistency Pay Program) designed and implemented at the university to (1) close the gap between the average salaries of the Ashland faculty and that of faculty at comparable universities, and (2) financially reward senior faculty for years of service to the university. An example of the procedure used in the new compensation program to determine the salary received by each faculty member is provided. The impact of the program on salary compression at the university is analyzed, and the results of a survey of faculty and Dean perceptions of the program are reviewed. Overall, the study shows that salary compression at the school did exist and that the program developed to change this condition is viewed by faculty and the Deans as fair and objective. Contains 10 references and 6 tables. (GLR)

ED 362 126 HE 026 734

College and University Degrees Conferred New York State 1987-88.
PUB DATE- Nov 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Educational Trends; Higher Education; Intellectual Disciplines; Masters Degrees; Sex Differences; Tables (Data)
IDENTIFIERS- *New York

This document offers seven tables of data on degrees conferred at institutions of higher education in New York state in academic year 1987-88. Table 1 shows degrees conferred by level of degree and institutional classification. Table 2 illustrates degrees conferred by institution, level of degree, and sex of student. Table 3 contains data on bachelor's and higher degrees conferred by sector and major subject area. Table 4 shows bachelor's and higher degree trends by major subject area from 1985-86 to 1987-88. Table 5 shows degree trends by sector, level of degree, and year. Table 6 illustrates associate degrees conferred by sector and major subject area. Table 7 contains figures on percent distribution of degrees conferred by level of degree and type of institution. The data were gathered by means of Higher Education Data System Form 2.1 of the New York State Education Department. (JB)

Mantzicopoulos, Panayota; Jarvinen, Denis W.
An Analysis of the Brigance K & 1 Screen with a Disadvantaged Pre-School Sample.
PUB DATE- 16 Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Intervention; Educational Diagnosis; Educationally Disadvantaged; Factor Analysis; *High Risk Students; *Predictive Validity; *Preschool Children; Preschool Education; Scores; Screening Tests; Socioeconomic Status; Test Construction; *Test Reliability
IDENTIFIERS- *Brigance K and 1 Screen; *Kaufman Assessment Battery for Children

The Brigance K&1 test is a battery of 12 subtests widely used to identify entering kindergarten children in need of more comprehensive evaluation. To gather data on the reliability of the test, an analysis was conducted of results for 134 children from low socioeconomic backgrounds. The children were administered both the Brigance K&1 screen and a separate battery, the Kaufman Assessment Battery for Children (K-ABC), for comparison. Also, to examine both inter-rater and test-retest reliability, 37 randomly-selected children were retested a few months later on the Brigance screen using two evaluators, and all children were subsequently retested with the K-ABC.

Results of the study included the following findings: (1) with respect to reliability, the inter-rater measure was found to be high, while the test-retest measure was moderate, with considerable variation between subtests; (2) a factor analysis of results showed no evidence that the 12 subtests measured distinct functionings--only 5 reliable factors emerged; and (3) a general positive correlation was found between four of these Brigance K&1 factors and three K-ABC subtests. The data contraindicate the use of the K&1 screen as a single instrument in early identification and intervention efforts. (Data tables and 14 references are included.) (BCY)

ED 362 317   PS 021 779

Honig, Alice S.; Lim, Swee Eng
Singapore Preschoolers' Play in Relation to Social Class, Sex,
and Setting.
PUB DATE- Aug 93
NOTE- 9p.; Paper presented at the Annual Convention of the
American Psychological Association (101st, Toronto, Ontario,
Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Environmental Influences;
Foreign Countries; *Modernization; *Play; *Preschool Children;
Preschool Education; *Sex Differences; *Socioeconomic Influences
IDENTIFIERS- Hollingshead Social Economic Status Measures;
*Singapore; Smilanskys Cognitive Play Categories

Noting that play varies as a function of culture, gender, setting, and parent or teacher valuing, a study examined the play of children in Singapore. Subjects were 56 middle- and working-class preschoolers between the ages of 46 and 72 months who were videotaped at play in their homes and in the child care centers that they attended and rated on the Parten/Piaget and Smilansky play scales. The children's mothers completed a 20-item questionnaire on their attitude towards play and were assessed as to socioeconomic status by the Hollingshead 4-factor index. It was found that parallel play and functional play occurred more at home, whereas associative and cooperative play occurred more in the child care centers. Girls' play scores were higher than boys on the Smilansky but not the Parten/Piaget play scales. The lack of socioeconomic status differences and the relative mildness of sex differences reflects a strong movement toward modernity in Singapore families. (MDM)

ED 362 338 PS 021 865

Collins, Caroline
Ability Grouping Effects on Lower Level Math Students' Self-Concept and Achievement.
PUB DATE- 89
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; *Elementary School Students; Grade 6; Intermediate Grades; Interviews; *Low Achievement; *Mathematics Education; *Self Concept; Student Attitudes; Track System (Education)
IDENTIFIERS- *Regrouping (Mathematics)

The differences in effects of heterogenous and homogenous regrouping for math on academic ability and self-concept in math were investigated. Five sixth-grade students from both grouping placements were interviewed to determine their self-concept of their math abilities. All students labeled as average or below from both placements were given an assessment of basic grade-level math skills. The classes containing these students were observed, and each placement had the same teacher providing all math instruction. The results indicated that the homogenous students liked their math classes better and were more likely to compare themselves above their classmates in ability than the heterogenous students. However, there were almost no differences between overall self-concept in math between the placements, and the scores on the assessment substantially favored the heterogenous placement. It was concluded that heterogenous regrouping in math did not have any substantial negative consequences. Nine appendixes provide: (1) interview format and questions; (2) interview transcripts; (3) the assessment measure; (4) categorization of interviewed students; (5) students' perceptions of their math ability; (6) math class placement levels; (7) overall test results; (8) test scores eliminating fraction questions; and (9) percentage of differences between the two groupings. (Author/MDM)

ED 362 375 RC 019 354

Horwood, Bert
Why Disturb the World Outside?
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; *Consciousness Raising; *Educational Philosophy; Elementary Secondary Education; *Environmental Education; Identification (Psychology); Individual Development; *Outdoor Education; *Self Concept
IDENTIFIERS- *Nature

There is an urgent need for young people to learn to know the natural world of which they are a part. Outdoor education is the only means by which people can recover their stone-age identity and discover that they are wildlife, no different in the basics of life than any other species. For most of their story, human beings lived in harmony with the world. Only recently has the combination of numbers and undisciplined greed led humankind to alienation and departure from the natural way. Outdoor education programs that undertake to bring alienated youth back into touch with their own wild natures share four major features: (1) earthlinks, the complete technology of daily living (program components, such as working with food from scratch, that provide intimate links with the environment); (2) stories (myths or science that describe and explain the world); (3) wonder (realization of being alive and related to the environment); and (4) personal identification (expanding sense of self beyond the limits of one's skin). It is essential that all four elements be present. Earthlinks alone makes exploiters. Science alone makes smarter polluters. Wonder alone makes helpless mystics. Personal identification is impossible without the other elements. Why disturb the world outside? Because the world outside is the same as the world inside and you are it. Going away from cities and towns is the only way to find this out. (SV)

ED 361 984 EC 302 455

Heler, Ann
Sexuality Education Issues and Students Statused Severely Mentally Impaired Regardless of Additional Handicaps.

PUB DATE- 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary School Students; Elementary Secondary Education; Humanistic Education; Program Development; Secondary School Students; *Self Care Skills; *Severe Mental Retardation; *Sex Education; Sexual Abuse; *Sexuality; Training Methods
IDENTIFIERS- Facilitated Communication

This monograph considers issues in the training of sexuality skills in students with severe mental retardation. An introduction stresses the importance of such skills for these students. A profile of 12 common characteristics of this population and a summary of human commonalities precede the body of the guide. Common manifestations of sexuality often experienced in this population are considered, including: public masturbation; pregnancy, incest, and rape; being used as sexual "objects"; lack of privacy; and lack of recognition of chronological age. An ideal sexuality program is described, including staff responsibilities focusing on ensuring dignity and respect and on skill training objectives (e.g., awareness of body parts that others are not allowed to touch and recognition of public rest room symbols). Sample forms used in Wayne County (Michigan) to identify annual goals and instructional objectives are attached. A six-step outline gives guidelines for program initiation and implementation. Important additional issues are briefly considered. These include puberty, menstruation, inappropriate sexual behaviors, birth control, sterilization, sexual urge inhibitor medications, sexual abuse, nurturing, intimacy, and the need to give and receive love. Also attached are a list of indicators of possible sexual abuse, information on facilitated communication and charges of sexual abuse, and a paper on normal sexual development. Contains a list of 11 resources. (DB)

ED 362 005 FL 021 383

Lee, Tony
Taking a Multi-Faceted View of the Uni-Dimensional Measurement from Rasch Analysis in Language Tests.
PUB DATE- 6 Aug 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Language Testing Research Colloquium (15th, Cambridge, England, United Kingdom, August 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *English (Second Language); *English for Academic Purposes; Foreign Countries; Higher Education; *Language Proficiency; *Language Tests; Undergraduate Students
IDENTIFIERS- FACETS Model; *Rasch Model

The study reported in this paper originated from a need to design a short English for Academic Purposes (EAP) proficiency test for incoming undergraduate students. The approach to solving the problem was to focus on establishing consistent person comparison between the students at Hong Kong Baptist College who did not meet the minimum entry requirement in the English language and a reference group who met the required grade level. The comparison was made on the basis of a short English-as-a-Second-Language (ESL) proficiency test taken by both students groups. The establishment of equivalence between the reference and student groups was achieved through the employment of FACETS (Linacre and Wright, 1990). The logit level of the reference group (-0.93) can be taken as the equivalence of the minimal required ESL level for entry into university. Findings suggest the possible extensions of the Rasch model in terms of both item calibration and person measurement through the employment of FACETS. The EAP Test is appended. (Contains 19 references.) (JP)

ED 362 026 FL 021 486

Kartomihardjo, Soeseno
The Communicative Code Choices in Ludruk Performances.
PUB DATE- Nov 91
NOTE- 32p.; Paper presented at the Conference on Bilingualism and National Development (Darussalam, Brunei, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Code Switching (Language); *Drama; Ethnic Groups; *Folk Culture; Foreign Countries; Indonesian; *Interpersonal Communication; Javanese; *Language Role; Sociocultural Patterns; Tape Recordings; Uncommonly Taught Languages
IDENTIFIERS- *Indonesia (East Java); Madurese

The choice of languages in daily communication among members of East Javanese society is discussed, as illustrated in language choice in performances of "ludruk," the East Javanese folk play. Data are drawn from audiocassette ludruk recordings, which are seen as depicting contemporary East Javanese society. First, the ethnic makeup of the East Javanese population is described, and results of analysis of the recordings are presented. The analysis looked at the ethnic origins of the actors, the language styles and dialects spoken, and factors determining selection of language or dialect, including social status, age, gender, mood, education and sophistication level, and role and relationship of the interlocutors. Factors restricting code use, and patterns of code mixing and code switching, are also discussed. The codes used in the cassettes analyzed included Indonesian, Krama and Ngoko Javanese, and Madurese, with Ngoko Javanese used most, then Krama Javanese, Madurese, and Indonesian, in that descending order of frequency. Switching between the two Javanese dialects, often without intent, is common and creates amusing situations. These code choices are seen as reflecting the communicative code choices of the population as a whole. Contains 14 references and a sample ludruk dialogue. (MSE)

ED 362 048 FL 021 514

Rambis, Kelly Ann
Evaluation Criteria for Small Group Discussions.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993). An earlier version of this paper was published in Studies in Social Sciences and Humanities (Volume 36, March 1992).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communicative Competence (Languages); *Evaluation Criteria; Foreign Countries; *Grading; Grammar; Group Behavior; *Group Discussion; *Language Proficiency; Lexicology; Oral Language; Reliability; Second Language Learning; *Small Group Instruction

When faced with having to assign a grade to a student's oral proficiency in a small group discussion, how can teachers consistently evaluate each student? Because a student's adeptness at a foreign language can vary from one ability to another, it is unfair to evaluate his or her performance solely by grammatical and lexical accuracy or by any other single factor. Responding to this problem, a new evaluation matrix was developed that includes five categories: grammar and lexicon, communicative functions, recognition and use of phrases that convey those communicative functions, contributions of relevant content, and group involvement. These categories are explained in detail, as is the evaluation matrix for grading in the context of a small group discussion. The matrix promotes intrapersonal consistency in assessing a student's performance, provides an accurate means of assessment, and indicates in which areas a student's weaknesses lie. (Contains 14 references.) (JP)

ED 362 088 HE 026 696

Ross, Murray G.
The Way Must Be Tried: Memoirs of a University Man.
PUB DATE- 92
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- College Administration; College Faculty; College Instruction; *College Presidents; Curriculum Design; *Educational History; *Educational Trends; Foreign Countries; Graduate Study; *Higher Education; Institutional Characteristics; Undergraduate Study; Universities

IDENTIFIERS- Canada; Canadian History; Ross (Murray G); *York University ON

This book is a reflection on higher education and a personal memoir of Murray G. Ross, first president of York University (Ontario, Canada), and his role in the founding and shaping of that institution from 1960 to 1970. Parts 1 and 2 provide an intimate glimpse of the university which grew faster and with a more clearly defined mission than most, had more senior scholars per student that other institutions, and displayed several unique features. The first of the two sections reflects the first phase, the university's founding, a romantic idealistic time which lacked practicality. The four chapters of this section discuss early controversies with faculty, and relations with local and national politicians and universities. Part 2 describes a second stage when the university brought in experienced administrators and new professional faculties in the process of becoming more realistic and more progressive in viewing ways to deal with new pressures. These chapters cover the radical years of the late 1960s, relations with the Board of Directors, and selection of Ross's successor to the presidency. Part 3 offers a broader look at the transformations in higher education in the past 40 years and a forecast of what may happen in the next decade. (JB)

ED 362 165 IR 016 321

Fontana, Lynn A.; And Others
Multimedia: A Gateway to Higher-Order Thinking Skills.
PUB DATE- Jan 93
NOTE- 15p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil War (United States); *Computer Assisted Instruction; Cooperative Learning; Databases; Higher Education; Historiography; *Instructional Design; Interactive Video; *Material Development; Modeling (Psychology); *Multimedia Instruction; Professional Development; *Social Studies; *Thinking Skills; Tutoring
IDENTIFIERS- George Mason University VA; Historical Research; *Multimedia Materials; Prototypes

In June 1990, the research group at George Mason University (Virginia) Center for Interactive Educational Technology began designing a multimedia prototype to foster higher-order thinking skills in social studies. As an initial step, the Civil War Interactive Project using the Ken Burns documentary, "The Civil War," was used in a design demonstration. This computer-based instructional system will teach a systematic process for developing higher-order skills while learning how to engage in historical inquiry. Work on the generic instructional shell has identified the following elements to be addressed in the design of effective instructional multimedia products: (1) explicit instruction; (2) modeling; (3) tutoring/coaching; (4) student control through "custom tours" of the data and the production console; (5) cooperative learning; (6) equity of access to information; (7) quality of the database; and (8) professional development. Application of the multimedia shell in the Civil War Interactive Project is illustrated through the experiences of three students. The prototype products that the project will produce will help demonstrate how to harness the instructional power of emerging multimedia technologies. (Contains 54 references.) (SLD)

ED 362 185 IR 016 341

Marcinkiewicz, Henryk R.; Welliver, Paul W.
Procedures for Assessing Teachers' Computer Use Based on Instructional Transformation.
PUB DATE- Jan 93
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Assessment; Educational Innovation; Educational Theories; Elementary Education; *Elementary School Teachers; Evaluation Methods; Models; Pilot Projects; *Teacher Attitudes; Teacher Role; *Technological Advancement; Test Reliability; Theory Practice Relationship; Use Studies
IDENTIFIERS- Paired Comparisons

The Levels of Computer Use assessment (LCU) was developed to classify teachers' use of computers so that variations of use could be studied. The LCU was derived from the model of Instructional Transformation of L. P. Rieber and P. W. Welliver. The model describes the process of the adoption of innovation, focusing on the adoption of the computer in education. It describes a teacher's five stages in the process of adopting the technology, from familiarization through the evolution that involves continuing practicing and learning. The LCU was developed to assess computer use through the paired comparison technique. Pairs of comparisons were pilot tested with 50 elementary school teachers, and a revised version was field tested with 23 elementary school teachers and another sample of 170 elementary school teachers. The estimated reliability was high, and results indicate that the model of Instructional Transformation identifies at least two progressive levels, defined as integration and utilization. While the model is useful in understanding a teacher's theoretical progression in the adoption of computers, the assessment offers a means for applying the theoretical model. One table lists the instrument items and the levels they represent. (Contains 21 references.) (SLD)

ED 362 221 JC 930 433

Terrey, John N.
Shaping the Curriculum: Values, Community, and a Global Economy.
PUB DATE- 26 Apr 91
NOTE- 16p.; Speech delivered in Richland, WA, April 26, 1991.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; Community Colleges; *Curriculum Development; Educational Change; Futures (of Society); Humanistic Education; *Job Skills; Labor Force Development; Role of Education; *Social Values; Two Year Colleges; Values Education
IDENTIFIERS- Economic Trends

Five major trends are shaping curricula in two-year colleges today, including clear shifts in emphasis from teaching to learning; from the college degree as a terminal point to learning as a lifelong activity; from solitary instruction to learning communities; from management to leadership; and from a national economy to a global economy. The importance of this last trend cannot be overstated. Nationally, the transformation from a high-volume production economy to a service-oriented economy has meant the loss of a comfortable life-style for millions of Americans. Today, one of the fastest growing segments of the American workforce is what Robert Reich calls the "symbol analyst." The symbol analyst identifies, solves, and brokers problems. The four skills required of symbol analysts, which have implications for curricular development, are abstraction, systems thinking, experimentation, and collaboration. Abstraction is the very essence of symbolic analysis. In seeking causes, the whole becomes the focus, not the parts. Systems thinking calls on students to understand how problems arise, and not to merely seek solutions. Experimentation equips a learner to become independent, while collaboration is a requisite to the teamwork of symbol analysts. While these four basic skills make it possible to carry learning forward from the collegiate setting to the workplace, a sense of values will be essential to prevent symbol analysts from seceding from society and forming enclaves of privilege. (PAA)

ED 362 239 JC 930 463

Clagett, Craig A.; Huntington, Robin B.
Making a Significant Difference with Institutional Research.
PUB DATE- 93
NOTE- 36p.; A revision of "The Institutional Research Practitioner: A Guidebook to Effective Performance"; see ED 320 619.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; College Planning; Community Colleges; Computer Software; Databases; Data Processing; *Educational Researchers; *Institutional Research; Microcomputers; Program Effectiveness; *Research Administration; *Research Coordinating Units; *Research Directors; *Research Tools; Research Utilization; Self Evaluation (Groups); Technological Advancement; Two Year Colleges

Focusing on the changing roles of institutional researchers (IRs) due to the widespread distribution of computer technology, this monograph explores the effective application of IR skills to maximize the impact of research on campus policy making. The discussion is centered around three major principles guiding institutional research: know the organization, operate efficiently, and communicate effectively. Following a brief introduction, the first section maintains that IRs must understand both the formal organization and informal networks of communication and power of their institution, as well as its external environment. The second section describes ways in which IRs can operate more efficiently, exploring the proper management of information; keeping up with technological advancements; using personal computers effectively; choosing statistical, database, spreadsheet, graphics, word processing, and desktop publishing software packages appropriately; minimum requirements for computer hardware; possible applications for electronic mail; proper management of people and projects; personal time management techniques; matching tasks to individual techniques; preparing an annual research plan; producing an institutional factbook; creating collaborative projects; increasing office staff; utilizing project-specific employees; and expanding the IR role. The final section examines effective communication, including the creation, use, and misuse of tables and graphs, and choosing an appropriate medium for communicating. Contains 32 references. (MAB)

ED 362 297   PS 021 734

Krug, Anita J.; Pilat, Mary
Variations on a Theme: A Comparison of a School-Age Child Care Curriculum in School and Non-School Settings.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; Curriculum Research; Elementary Education; Participant Satisfaction; *Program Attitudes; *Program Effectiveness; Program Evaluation; *Program Implementation; *School Age Day Care; State Programs; State Surveys

Initiated in November 1989, the Exploring 4-H program in Indiana is a child care program providing delivery models and a 21-topic curriculum for use in existing 4-H clubs, after-school day care programs, day camps, summer programs, and library programs in both school and non-school settings. To evaluate the program and the effect of the setting on implementation, questionnaires were sent to the 118 program leaders. Sixty-three surveys were returned, a response rate of 53%. Study findings included the following: (1) 43% of the respondents used the program curriculum in clubs where children met with a volunteer leader, 27% in after school day care, 21% in day camps, 6% in libraries, and 3% in satellite programs; (2) adaptations to the program included use with Girl Scouts and youth groups and integration with other curriculum materials; (3) elements of the Exploring 4-H curriculum most frequently used included those focusing on self-esteem, self-care, and nutrition, and 68% of the respondents indicated that the lesson plan format was easy to use; (4) 75% of the respondents indicated that topics were mostly selected by adults, with only 12% indicating that children mostly selected topics; and (5) in general, the setting was not a factor in whether providers determined the program to be successful, though some club leaders indicated disappointment with the program's focus on non-competitiveness. (BCY)

ED 362 357 RC 019 315

The Chugach Conference: Finding Our Way in the Communication Age (3rd, Anchorage, Alaska, October 3-5, 1991).

SPONS. AGENCY- Alaska Univ., Anchorage.
PUB DATE- 92
NOTE- 117p.; For a selected individual paper, see RC 019 316. Some photographs and figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Information; Alaska Natives; American Indians; Broadcast Industry; Computer Networks; *Distance Education; Educational Technology; Freedom of Information; Government Role; Higher Education; Information Management; *Information Technology; Libraries; Political Influences; *Privacy; *Rural Areas; Rural Development; Secondary Education; Social Change; *Telecommunications
IDENTIFIERS- *Alaska; Audiographics; University of Alaska Anchorage

The Chugach Conferences on the future of communication in Alaska are working conferences in which participants play as important a role as the speakers. The 1991 conference alternated public sessions with small-group discussion of communications issues such as rural circumstances, telephone policy, evolving communication technologies, distance education, privacy, and access to information. This proceedings record contains the following transcripts: (1) "A Progress Report: Communication Age Challenges and What's Happening Here" (Dean Gottehrer, Kay Brown, Ed Cushing, and Jason Ohler); (2) "Project Jukebox: 'We Are Digitizing Our Oral History Collection...And We're Including a Database'" (Steve Smith); (3) "Computer Conferencing: 'Let's Imagine You're at a Party with Isaac Asimov, Woody Allen and Bill Gates'" (Davis Foulger); (4) "'I think It's Critical That We Have a Real Presence in the Area of Telecommunications'" (Wayne Miller); (5) " The Old Familiar Landmarks Seem To Be Disappearing'" (Jerome Komisar); (6) "The Social and Political Contradictions of the Information Age" (Herbert Dordick); (7) "Broadcasting as a Tool for Social Change" (Brian Maracle); (8) "Center for Information Technology Reports: 'What We Don't Have Is a Record of Evaluating What We've Done'" (Larry Pearson, Rosemarie Alexander, and Douglas Franklin); (9) "Emerging Issues in Access and Dissemination of Government Information" (Ed Levine); (10) "Four Perspectives: The Past, Present and Future of Telecommunication in Rural Alaska" (Mark Foster, James Gore, Richard Dowling, and Willie Hensley); (11) "Putting Information Technologies to Work for Economic Development in Rural America" (Sherry Emery); (12) "The Alaska Telegraphics Project: First-Year Results and Second-Year Plans" (Alex Hills and Greg Moore); and (13) "The Conference Participants Report." A participant list is included. (KS)

ED 362 397 SE 053 670

Johnson, Elmima, Ed.; Calbert, Roosevelt, Ed.
Gateway to Diversity in the Scientific and Technological Workforce.
PUB DATE- Sep 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Black Colleges; *Black Institutions; Career Awareness; Careers; Demonstration Centers; Demonstration Programs; *Diversity (Institutional); Elementary Secondary Education; Higher Education; Human Resources; *Minority Groups; *Research and Development Centers; Researchers; *Research Projects; *Science Careers; Science Education
IDENTIFIERS- *National Science Foundation

The Division of Human Resource Development of the National Science Foundation (NSF) has the responsibility for broadening the participation of minority groups underrepresented in science, engineering and mathematics. This publication highlights a selection of model projects funded by the NSF to accomplish that mandate. The projects are presented in three sections concerning: an NSF precollege focus, an undergraduate focus, and faculty development and research initiatives. Within these sections 32 projects are presented from 5 minority targeted programs: (1) Comprehensive Regional Centers for Minorities; (2) Alliances for Minority Participation; (3) Research Careers for Minority Scholars; (4) Research Improvement in Minority Institutions; and (5) Minority Research Centers of Excellence. Program descriptions and goals, individual project profiles, and summary statistical data on programs are presented. Two appendices contain a list of Education and Human Resource minority-targeted projects by program and a list of other NSF publications of interest. (MDH)

ED 362 070 FL 021 566

Barfield, Susan C.; Rhodes, Nancy C.
Review of the Seventh Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia, 1992-93.
PUB DATE- Sep 93

NOTE- 52p.; Appendixes A through D contain marginally legible print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Elementary Education; *Elementary School Students; English; *Immersion Programs; Language Proficiency; Language Tests; Native Speakers; Oral Language; *Program Effectiveness; *Program Evaluation; *Second Language Programs; Spanish; Speech Skills; Testing; Writing Achievement
IDENTIFIERS- Arlington Public Schools VA

This paper describes the partial immersion program (PIP) at Key Elementary School in Arlington, Virginia. In this program, which has completed its seventh year, half the day is taught in English and half in Spanish. The review of the program, which included classroom observations, teacher and staff interviews, and student assessment, revealed a highly successful education program for grades K-5. Test results show that the students in the PIP have progressed in academic areas as well as or better than other students at their grade levels. Students continue to improve their Spanish and English skills, as measured by the Language Assessment Scales test, and students' oral skills in Spanish continue to improve, as measured by the Student Oral Proficiency Rating scale. As in 1991-92, the 1992-93 fourth and fifth grade immersion classes scored higher than other fourth and fifth grade non-immersion classes at Key on a county-wide writing assessment. It is recommended that a high priority be placed on the planning, implementation, and evaluation of a continued sequence at the high school level and also that immersion teachers be offered training opportunities to increase cultural knowledge. Several items are appended: a Student Oral Proficiency Rating form; the Center for Applied Linguistics Oral Proficiency Exam (COPE) Rating Scale; writing assessment guidelines, a photocopied newspaper article in support of bilingualism in Arlington County public schools, and an evaluation report. (JP)

ED 362 127 HE 026 735

Keough, Kristin

Higher Education Salary Expenditures by Expenditure Function, FY 1988-1991. Statistics in Brief.

PUB DATE- Aug 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Educational Finance; *Educational Trends; *Expenditures; *Higher Education; Private Colleges; Public Colleges; *Salary Wage Differentials; Trend Analysis; Two Year Colleges
IDENTIFIERS- Integrated Postsecondary Education Data System

The purpose of the study reported here was to determine whether or not salary expenditures may be driving the rapid increase in higher education expenditures overall. Using data from the Finance Survey of the Integrated Postsecondary Data System, the study examined figures for fiscal year 1988 through fiscal year 1991. The changing relationship between functional expenditures and salary expenditures were analyzed in terms of expenditures per full-time equivalent (FTE) student to account for observed changes in total related expenditures or salaries due to expanding or declining enrollment. The analysis found that for public 4-year institutions small increases in expenditures cannot be attributed to increases in salary. At private colleges and universities salary expenditures make up a smaller proportion of total related functional expenditures than at public institutions. Salary expenditures remained stable in all expenditure categories (except operations and maintenance) at public 2-year institutions. At private, nonprofit 2-year institutions salary expenditures per FTE increased in all related functional categories since fiscal year 1988 led by instructional salary expenditures which increased 14.2 percent. The study concluded that salary expenditures continue to be a major component of total expenditures, and the proportion of expenditures allocated to salaries is increasing. Includes 12 tables. (JB)

ED 362 146 IR 016 302

Anderson, James A.; Cichocki, Ronald R.

Educational Technology Equipped Classrooms: Re-Design Based on Faculty Feedback.

PUB DATE- Jan 93
NOTE- 41p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Classroom Design; College Faculty; Curriculum Development; Educational Media; Educational Planning; *Educational Technology; *Electronic Classrooms; Higher Education; *Multimedia Instruction; Questionnaires; Teacher Attitudes
IDENTIFIERS- State University of New York Buffalo

An overview is presented of the most recent Educational Technology Equipped Classroom (ETEC) developed at the State University of New York at Buffalo. The latest ETEC is the product of an extensive development procedure with input from faculty. The first three classrooms renovated to incorporate educational technology at the university were referred to as Media Equipped Classrooms. Building on the advantages of these, an ETEC was prepared to support the curriculum in the School of Management. Voice and data lines were an integral part of this classroom, but shortcomings in the teaching station became apparent. Planning a second ETEC classroom provided an opportunity to alter the teaching station and to make appropriate improvements where feasible. Faculty input was obtained through questionnaires and meetings. Significant changes were made in the design of the teaching station and in the electronic circuitry and signal processing. Access and security were also improved. The new classroom has been in use one semester and is being favorably received. Recommendations are being developed for additional ETEC software. An appendix contains 15 drawings and exhibits illustrating classroom features. (SLD)

ED 362 257 PS 021 547

Stonehouse, Anne
Opening the Doors: Child Care in a Multicultural Society.
PUB DATE- 91

NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Care Occupations; *Cultural Interrelationships; *Cultural Pluralism; *Day Care Centers; Foreign Countries; Heterogeneous Grouping; Intercultural Communication; Limited English Speaking; *Multicultural Education; Preschool Education; *Program Administration; School Personnel
IDENTIFIERS- *Australia

Intended for directors and coordinators in Australian day-care centers, this book presents guidelines on providing mainstream services to Anglo-Australians and children from other cultural and linguistic backgrounds. Section 1 outlines the broader goals in incorporating a multicultural perspective in children's services. Section 2 outlines 11 principles underlying a good day care experience, while section 3 defines a multicultural perspective in terms of what it can and cannot offer. Section 4 offers guidance on developing partnerships with parents, covering the characteristics of partnerships and ways to make them work. Special attention is given to involving non-English-speaking families. Section 5 focuses on staffing concerns, including information on qualities to develop in staff, staff from non-English-speaking backgrounds, encouraging staff contributions, promoting teamwork, and gaining qualifications. Section 6 addresses language and communication concerns, including nonverbal communication, English as children's second language, and first language maintenance and development at home. Section 7 then discusses center policies, while section 8 offers guidance on creating a caring, multicultural physical environment. Section 9 deals with the multicultural curriculum or program, covering goals, programming, content, and routines. Section 10 looks at discipline as a way of helping children learn respect and caring. Section 11 presents guidelines for inservice education and support for staff, while section 12 suggests ways of getting started. Appendixes include policy statements, a center environment checklist, and a resource center list. Contains 31 references. (AC)

ED 362 318 PS 021 780

Geer, Cindy H.
The Effects of Cooperative Learning on Different Ability Level Students' Perceptions of the Middle School Classroom Environment.

PUB DATE- Apr 93
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Adolescents; *Classroom Environment; *Cooperative Learning; Educational Research; Junior High Schools; Junior High School Students; Middle Schools; *Preadolescents; *Science Education; Secondary School Teachers; *Student Attitudes
IDENTIFIERS- Middle School Students; My Class Inventory (Fisher and Fraser)

This study examined the effects of different types of cooperative learning environments on low, average, and high ability students' perceptions of the middle school science classroom environment. Subjects were 15 teachers and 1,185 students from the sixth-, seventh-, and eighth-grades of two middle schools. Data were gathered from a variety of sources: (1) a student pretest and posttest using the My Class Inventory measure; (2) classroom teacher reports; (3) informal interviews with teachers; and (4) classroom observations. Students in the no cooperative learning environments perceived the science classroom as more cohesive than students in the average and high cooperative learning environments. Students in the average cooperative learning classes perceived themselves as less competitive than those in the no and high cooperative learning classes. No significant interaction effects were found between the type of cooperative learning environment and ability level. The results suggest that the quality of cooperative learning is a major determiner in how students perceive the science classroom. (A copy of the cooperative learning assessment instrument completed by teachers is provided. Contains 86 references.) (MDM)

ED 362 339 RC 019 093

DeYoung, Alan J.

Children at Risk in America's Rural Schools: Economic and Cultural Dimensions.

SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.; Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.

PUB DATE- 93

NOTE- 38p.; Paper commissioned for At-Risk Evaluation. For the unabridged version, see RC 019 291.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Consolidated Schools; Educationally Disadvantaged; *Educational Strategies; Elementary Secondary Education; *High Risk Students; *Rural Education; Rural Schools; School Closing; *School Community Relationship; School Districts; *Student School Relationship

IDENTIFIERS- *Braxton County School Districk WV; *West Virginia (Braxton County)

The problems of rural students at risk of school failure and incompletion are in many ways similar to problems of urban low-income children and young people. These problems include poverty, unemployed parents, substance abuse, low self-esteem, child abuse, and sexual activity. However, children in many chronically depressed and isolated rural communities also face the educational disadvantages of underfunded schools, family and community values that are inconsistent with modern career orientations and instrumental schooling, and loss of local schools due to consolidation. A case study of Braxton County, West Virginia, and its school system focuses on a small town, Burnsville, and its one remaining school building, which houses elementary and middle schools. Continued economic decline since the 1930s led to massive outmigration, and both factors diminished the local tax base and prompted school consolidation. In the face of a high prevalence of at-risk factors, the school district has pursued several strategies: (1) implementation of "effective schools" guidelines, such as high expectations and emphasis on basic academic skills; (2) district support of community libraries and youth programs; (3) aggressive pursuit of outside grants for supplemental programs; (4) development of caring school environments that enhance children's self-concept; (5) dropout prevention through student advocacy teams; and (6) student visits to businesses and higher education institutions. (SV)

ED 362 376 RC 019 355

Flora, Cornelia B., Ed.; Christenson, James A., Ed.
Rural Policies for the 1990s. Rural Studies Series.
PUB DATE- 91
NOTE- 372p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; *Economic Development; Elementary Secondary Education; Human Capital; *Needs Assessment; Poverty; *Public Policy; *Rural Areas; Rural Development; *Rural Education; Rural Population; *Rural Sociology; Small Businesses
IDENTIFIERS- Agricultural Policy

Written by some of the foremost experts on rural America, this book focuses on policy-relevant research on the problems of rural areas. In each chapter, rural policy needs are identified by examining the flow of events and rural sociology of the 1980s. Chapters are: (1) "Critical Times for Rural America: The Challenge for Rural Policy in the 1990s" (Cornelia B. Flora and James A. Christenson); (2) "Rural America and the Industrial Policy Debate" (William W. Falk and Thomas A. Lyson); (3) "Financing Rural Businesses" (Mark Drabenstott and Charles Morris); (4) "Rural Banking" (Gary P. Green); (5) "Small Businesses" (Jan L. Flora and Thomas G. Johnson); (6) "Issues Facing Agricultural Policy" (Louis E. Swanson and Jerry R. Skees); (7) "Agricultural Labor" (William H. Friedland); (8) "The Rural Poor: The Past as Prologue" (Kenneth L. Deavers and Robert A. Hoppe); (9) "Work and Poverty in Rural America" (Ann R. Tickamyer and Cynthia M. Duncan); (10) "Meeting Rural Family Needs" (Janet L. Bokemeier and Lorraine E. Garkovich); (11) "The Aged in Rural America" (Marvin A. Kaiser); (12) "Health Care in Rural America" (Doris P. Slesinger); (13) "Rural Education" (Daryl Hobbs); (14) "American Indian Development Policies" (C. Matthew Snipp and Gene F. Summers); (15) "The Doubly Jeopardized: Nonmetropolitan Blacks and Mexicans" (Leif Jensen); (16) "Capacity Building and Rural Government Adaptation to Population Change" (David L. Brown and Nina L. Glasgow); (17) "Rural Transportation" (Ronald C. Wimberley); (18) "Family Planning and Fertility in International Context" (Gretchen T. Cornwell and C. Shannon Stokes); (19) "Water Quality and Agriculture" (Stephen B. Lovejoy and Jerald J. Fletcher); (20) "Soil Conservation" (Ted L. Napier); (21) "Farmland Tenure Policy" (Patrick H. Mooney and Jess Gilbert); (22) "Forest Resource Policy" (Louise Fortmann and Sally K. Fairfax); (23) "The Waste Management Problem" (Steve H. Murdock and others); (24) "Telematics and Rural Development" (Don A. Dillman); (25) "Rethinking Biotechnology Policy" (Frederick H. Buttel); (26) "International Development" (Conner Bailey); and (27) "A Rural Policy Agenda for the 1990s" (James A. Christenson and Cornelia B. Flora). An index and author profiles are included. (SV)

ED 361 946 EC 302 413

Crawford, Cameron; And Others
Right Off the Bat: A Study of Inclusive Child Care in Canada.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 93
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accessibility (for Disabled); *Day Care; *Disabilities; Family Involvement; Family Programs; Federal Legislation; Financial Support; Foreign Countries; Mainstreaming; Models; Mothers; *Normalization (Handicapped); Parent Role; Preschool Education; *Public Policy; Social Change; *Social Integration; Staff Development; Training
IDENTIFIERS- *Canada

This study looks at Canadian families' efforts to begin an inclusive life for their children with disabilities--and for society--"right off the bat," in the child care arena. It examines quality child care situations that welcome children with disabilities. It explores needed reform of public policy and programs to build on those successes. Individual chapters specifically address: (1) models of child care most commonly found in Canada, which could be used to provide integrated child care; (2) the legislative and policy context of child care, at the national and provincial levels; (3) public policy and funding; (4) access and responsiveness to families' needs; (5) training and professional development; (6) the disproportionate impact of child care arrangements on mothers of children with disabilities; and (7) family views of quality child care inclusive of children with disabilities, with guiding principles for policy and programs. The study concludes with a challenge to Canada to honor its commitment to promote "the dignity, self-esteem, and participation of children with disabilities." An appendix describes the role of community agencies in making the transition from segregated to inclusive child care. (Contains 117 notes and 85 references.) (JDD)

ED 361 965 EC 302 435

National Child Abuse and Neglect Data System: Working Paper 2: 1991 Summary Data Component.

SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

PUB DATE- May 93

NOTE- 100p.; Also prepared by Walter R. McDonald & Associates, Inc., and Bowers & Associates.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Age; *Child Abuse; Child Neglect; Court Litigation; Data Analysis; *Data Collection; Ethnicity; *Incidence; *Individual Characteristics; Mortality Rate; National Surveys; Program Implementation; Race; Sex; State Agencies; State Programs; *Victims of Crime

IDENTIFIERS- Child Protective Services

This document was prepared from information provided by state child protective services agencies on the 1991 Summary Data Component Form of the National Child Abuse and Neglect Data System (NCANDS). The report is a working document that provides a basis for developing and refining the approach to collecting national information on child maltreatment. A background section describes the historical background of the design and development of the NCANDS, including the legislative basis for initiating the design. The next section discusses some of the issues, problems, and major findings that emerged in the implementation of the national data collection exercises. Tables then report aggregate data reported by states on: number of reports, numbers of children subject of a report, number of reports by source, number of investigations by disposition, number of children by disposition, number of victims by maltreatment type, age of victims, sex of victims, race/ethnicity of victims, victims removed from home, court action initiated, receiving additional services, number of children who died from abuse or neglect, and relationship of perpetrator to victim. Data from each table are then analyzed and findings are discussed. State explanations of the data in the national data tables are provided. A glossary contains working definitions of the NCANDS data elements. Appendixes list persons involved in the project, provide copies of forms and instructions, and present revised 1990 tables reflecting state updates. (JDD)

ED 362 027 FL 021 488

Luoma, Sari
Validating the Certificates of Foreign Language Proficiency: The Usefulness of Qualitative Validation Techniques.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Foreign Countries; *Language Proficiency; *Language Tests; Second Language Learning; Test Construction; *Test Validity
IDENTIFIERS- Finland

The Certificates of Foreign Language Proficiency are general purpose tests of language use designed for the adult learner in Finland. This paper deals with the techniques of validation used when designing the test specifications and implementing these into the first versions of the tests. The data comes from the development of tests in one language, English, on two levels: basic and intermediate. The practical purpose of the research presented was to validate the test specifications and tests before their official use. While doing this, several kinds of qualitative validation procedures were used. The purpose of this paper is to examine the relative usefulness of these techniques. Think-aloud protocols and post-test interviews proved the most useful validation tools at this stage of test development. Statistical operations were most useful for examining levels of difficulty, and together with the questionnaires for getting an overall impression of how the testees felt about the test. Think-aloud protocols and post-test interviews were extremely useful and could be recommended as regular tools for test quality maintenance. (JL)

ED 362 109 HE 026 717

Montgomery, Joel R.

Reflection, A Meta-Model for Learning, and a Proposal To Improve the Quality of University Teaching = Reflexion, el meta-modelo del aprendizaje, y la propuesta del mejoramiento de la calidad de la docencia.

PUB DATE- 25 Aug 93

NOTE- 27p.; Speech presented at the Faculty Seminar on Reflection and Improving the Quality of University Teaching and Learning (Nueva Leon, Mexico, August 25, 1993).

LANGUAGE- English; Spanish

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; *College Instruction; Critical Thinking; Educational Quality; Feedback; Higher Education; *Instructional Improvement; *Learning Processes; *Learning Strategies; Lifelong Learning; Metacognition; Models; Thinking Skills

IDENTIFIERS- *Reflection Process; *Reflective Thinking

This paper, in both English and Spanish, offers a meta-model of the learning process which focuses on the importance of the reflective learning process in enhancing the quality of learning in higher education. This form of innovative learning is offered as a means of helping learners to realize the relevance of what they are learning to their life experiences. The paper suggests that faculty need to realize the importance of learners being deeply involved in their own learning in order to enhance the learning experience and its impact. Supportive discussions involve a review of the entire learning process through each of six components or perspectives of life experience. These are development, time, culture, trust, human need, and the life-world frame of reference. Five reflective learning steps (experience/experiment, observe, reflect/analyze, evaluate relevance, and plan to apply) are explained for each of two levels. In the first, the learner uses the steps to discover new choices, and in the second the learner experiences the freedom of going beyond pre-existing limits. It is argued that the reflective learning strategy, as described by the meta-model, is easy to acquire because it is a natural process; and if one focuses on this process, with supporting guidance and feedback, one can learn to be more effective in moving through it. Contains 37 references. (GLR)

ED 362 204   IR 016 360

Shiu, Ka-fai; Smaldino, Sharon E.
A Pilot Study: Comparing the Use of Computer-Based Instruction Materials and Audio-Tape Materials in Practicing Chinese.
PUB DATE- Jan 93
NOTE- 4p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Audiotape Recordings; College Students; Comparative Analysis; *Computer Assisted Instruction; Higher Education; Hypermedia; Instructional Effectiveness; *Instructional Material Evaluation; Intermode Differences; *Mandarin Chinese; Pilot Projects; *Second Language Instruction; Second Language Learning
IDENTIFIERS- HyperCard; University of Northern Iowa

Computer-based and audio tape materials were compared for their effectiveness in helping students practice Chinese language lessons. Subjects were enrolled in an intensive elementary course in Mandarin Chinese. The textbook and audio tape were prepared by the Beijing Language Institute in China, and the computer-based material was developed by the author using HyperCard based on the textbook. Written and spoken components were tested, using tests developed by the instructor, a native of China. The instructional materials were used alternately in the 16-week course at the University of Northern Iowa (Cedar Falls). Students performed better in the weeks the computer-based materials were used, although in some areas the two instructional tools do not show noticeable differences. For example, computer-based materials do not show any advantage in helping with listening comprehension. Performance in writing Chinese characters was enhanced by computer use, and students preferred it to the audiotape. The study demonstrates that it is possible to use computer assisted instruction to teach non-alphabetic languages. (SLD)

ED 362 222 JC 930 434

Terrey, John N.
The Community College of the Future.
PUB DATE- Sep 92
NOTE- 9p.; Speech presented at a Seminar in Community College Education, (Port Townsend, WA, September 8-11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Economic Change; *Educational Philosophy; Educational Planning; Education Work Relationship; *Employment Patterns; Instructional Innovation; International Trade; *Labor Economics; Leadership; Leadership Responsibility; Opportunities; Relevance (Education); School Restructuring; Two Year Colleges; Two Year College Students

An overview is provided of the challenges facing community colleges due to the shift from a global society shaped by political philosophies to a society shaped by economic powers. Introductory comments are followed by a description of recent changes in the world community, including the rise of Japan, South Korea, Singapore, Taiwan, Thailand, and Hong Kong as economic powers; the economic potential of newly industrialized nations like Mexico and Brazil; and the impact of the national debt on the United States economy. The next section discusses how the shift from objective/scientific to subjective/humanistic decision making affects three major job classifications as termed by Robert Reich: "routine producers," who must have a fundamental education, be reliable and loyal, and be able to follow directions; "in-person servers," who perform repetitive tasks in a person-to-person setting, and whose work is not directly influenced by the global economy; and "symbolic-analytic servers," who trade in the manipulation of symbols and who identify and solve problems. The next section suggests that a shift from "teaching," a teacher-centered process, to "learning," a student-centered process, is required of community colleges to educate students for full employment opportunities. The final section suggests that college presidents must lead by focusing only of the ends of education, leaving the managers to concentrate on the means. (MAB)

ED 362 278 PS 021 697

Mantzicopoulos, Panayota Y.; And Others

Analysis of Social and Personality Variables as Predictors of Preacademic Competence among Disadvantaged Preschoolers.

PUB DATE- 27 Mar 93

NOTE- 46p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Adjustment (to Environment); *Child Behavior; Cognitive Ability; *Disadvantaged Youth; Early Intervention; Family Environment; *Interpersonal Competence; *Predictor Variables; *Preschool Children; Preschool Education; Self Concept; Stress Variables

IDENTIFIERS- Parent Expectations; *Project Head Start

This study collected data on 112 disadvantaged preschoolers in central Indiana to determine predictors of preacademic competence at the end of the Head Start year. Parents were interviewed to assess home educational environment, parenting dimensions, and daily stress factors. Teacher ratings of children's behavior, social skills, and competence in the cognitive, physical, and peer domains were also collected. Children were tested to determine cognitive ability, achievement, and perceptions of their competence. Regression analyses were conducted to identify predictors of competence as defined by achievement on a standardized test, teacher ratings of cognitive competence, and children's self-ratings of intellectual competence. Results indicated that achievement was best predicted by parent expectations, teacher ratings of children's cognitive competence, and externalizing behavior. Significant predictors of teacher-rated student competence were children's adaptive behaviors and parent involvement. Educational activities at home and daily stress factors were predictors of children's self-rated cognitive competence. (Author/MM)

ED 361 985 EC 302 456

Barabash, Margaret K.
Using Facilitated Communication To Improve Yes/No Responses in Elementary Age Non-Verbal Severely and Profoundly Mentally Handicapped Cerebral Palsied Students.
PUB DATE- 26 Jul 93
NOTE- 83p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cerebral Palsy; *Communication Aids (for Disabled); *Communication Skills; Elementary School Students; Intermediate Grades; Nonverbal Communication; *Severe Mental Retardation; *Training Methods
IDENTIFIERS- *Facilitated Communication

This study evaluated the use of facilitated communication to improve basic communication skills with five nonverbal severely and profoundly mentally handicapped students (11 and 12 years old) with cerebral palsy. Subjects were trained in the use of facilitated communication and in activities that encouraged students to point to "yes" or "no" on a communication board. Mastery was measured by the number of correct yes/no responses shown during biweekly activities. Four of the five students mastered both communication objectives (pointing and choice making) and three students were using communication boards routinely at home. One student was using a communication board for more general communication purposes and appeared to have academic skills at about the fourth grade level. Facilitated communication is seen as a tool to unlock the capabilities of individuals assumed to be incapable of real communication. Appendices include a sample of dialog made possible through facilitated communication. (Contains 18 references.) (BD)

ED 362 006 FL 021 386

Blais, Jean-Guy; Laurier, Michel
The Dimensionality of a Placement Test Components.
PUB DATE- Sep 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Foreign Countries; *French; Higher Education; Language Proficiency; *Language Tests; Reading Comprehension; Second Language Instruction; *Second Languages; Test Format; Testing
IDENTIFIERS- Canada; *Placement Tests

A computerized adaptive test for placement of students in postsecondary French second language courses is evaluated for unidimensionality of its three component tests: reading comprehension of a short paragraph; selection of the appropriate statement in a given situation; and a "fill-in-the-blank" section. A variety of statistical procedures were used to assess the components' unidimensionality, including a structural equation approach, factor analysis, nonparametric approach, and item response theory approach. Results of each of these analyses are explained and synthesized. It is concluded that the varying and sometimes conflicting results raise questions about the concept of unidimensionality, and that unidimensionality is a matter of degree rather than a yes/no issue, depending heavily on expert judgment. A 49-item bibliography is included, and procedures and results of the different analyses are appended. (MSE)

ED 362 049 FL 021 515

Broeder, Peter; And Others
Language-Related Criteria as Determinants of Ethnicity. Goals and Results of a Feasibility Study in the Netherlands.
PUB DATE- Sep 92
NOTE- 23p.; Paper presented at the Conference on Maintenance and Loss of Minority Languages (Noordwijkerhout, the Netherlands, September 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Students; *Ethnicity; *Evaluation Criteria; Foreign Countries; Immigrants; Interviews; Language Dominance; *Language Maintenance; Language Proficiency; Language Usage; *Minority Groups; Primary Education; Questionnaires; Testing; Vocabulary Skills
IDENTIFIERS- Language Choice; Netherlands

This paper addresses the potential value of language-related criteria for use in identifying ethnic minorities in the Netherlands. A description of the way the Dutch government defines ethnic minority groups is followed by a comparative outline of the use of language-related criteria in countries with a longer tradition of immigration (Australia, Canada, the United States, Great Britain, and Sweden). A study carried out in 1991 in the Netherlands explored both the feasibility of collecting data on home language use of school children (a survey study) and the value of home language-related criteria as possible determinants of ethnicity (a validation study). The survey study yielded questionnaire data on the ethnicity of 5,788 primary school students. Subject groups were identified as Mediterranean (Moroccan and Turkish children) and ex-colonial (Surinamese, Antillean, and Moloccuan children) for the validation study, in which they were interviewed in Turkish, Arabic, or Berber and were given a bilingual receptive vocabulary test. The results of the survey support the usefulness of five criteria (home language use, language proficiency, language choice, language dominance, and language preference) in the identification of children belonging to different ethnic groups. The validation study showed a high stability and consistency of home language use, language proficiency, and language choice. (Contains 24 references.) (JP)

ED 362 089 HE 026 697

Schmidt, Warren H.; Finnigan, Jerome P.
The Race without A Finish Line: America's Quest for Total Quality. Jossey-Bass Management Series.
PUB DATE- 92
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Awards; Higher Education; *Institutional Administration; Institutional Characteristics; Organizational Change; Program Descriptions; *Program Implementation; *Quality Control; Sociocultural Patterns
IDENTIFIERS- *Total Quality Management

This book offers a guide to implementing Total Quality Management (TQM) in public and private organizations based on interviews and site visits with 12 award-winning companies. Part 1 provides an overview of TQM, attempts to put the Quality Revolution into perspective, and suggests diagnostic questions to determine whether TQM is appropriate for a specific organization. Part 2 offers a strategic implementation plan based on the key success factors identified as common to all the Baldrige Award winners. These included: (1) establishing supportive organizational roles and structures; (2) using the right tools and processes; (3) implementing long term educational programs; (4) creating meaningful recognition and reward systems; and (5) encouraging complete and regular communication. Part 3 examines the Baldrige and President's Awards and presents their winners. The Malcolm Baldrige National Quality Award and the President's Award for Quality are two national competitions in the United States which have stimulated and focused attention on the Quality Movement. It examines why and how large and small organization competed for these awards, how the competition affected them, what they learned in the process, and how they are maintaining an improvement process since winning their award. Resources at the end of the book provide a glossary of TQM terms, a directory of TQM organizations and centers, and an annotated bibliography of TQM publications. (Contains over 150 references.) (JB)

ED 362 186 IR 016 342

McIsaac, Marina Stock
The Global Classroom: An International Perspective.
PUB DATE- Jan 93
NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Assisted Instruction; *Computer Networks; Developing Nations; Distance Education; Foreign Countries; *Global Approach; Higher Education; *Information Networks; Language Proficiency; Motivation; Problems; *Telecommunications; Teleconferencing
IDENTIFIERS- Anadolu University (Turkey); *Computer Mediated Communication; Empowerment; Global Education; Internet

This paper reports the experiences of faculty and students at Anadolu University (Turkey) who participated in Globaled, a global education, computer-mediated communication project. The project, initiated at the University of New Mexico, included faculty and students at four other American universities and those at Anadolu. The paper examines the potential of the computer to offer information to people who have traditionally been information poor by providing them with networked data through the electronic classroom setting. A case summary of the participation of Anadolu students in a Globaled pilot project in the spring of 1992 is then described. Issues that emerged as a result include pedagogy, motivation, access to information, technical difficulties, and language. The benefits of a global classroom, as identified by participants, are discussed, and questions about what networked information will be made available, for whom, and under what conditions are raised. (Contains 8 references.) (KRN)

ED 362 298 PS 021 735

Patt, Michelle B.; McBride, Brent A.

Gender Equity in Picture Books in Preschool Classrooms: An Exploratory Study.

PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Characterization; Childrens Literature; Content Analysis; Language Patterns; *Oral Interpretation; *Picture Books; Preschool Education; *Preschool Teachers; *Reading Aloud to Others; *Reading Material Selection; *Sex Bias; Sexism in Language; Sex Role; Socialization; Story Reading; Young Children

A study examined the frequency with which males and females are represented in picture books available in preschool classrooms. Three areas were examined: pronoun usage and gender of characters; the frequency of gender-neutral pronouns and characters; and written text compared to teachers' wording when reading aloud. The study involved 11 head and assistant teachers and 4 student teachers in 4 preschool classrooms in a university-affiliated child care facility. Data were collected through an examination of 129 classroom books, observation of teachers during 52 story sessions, and questionnaires to determine how the teachers chose books for the classroom and how they changed the text when reading aloud. Study findings included the following: (1) in library corner books, male characters appeared 1.8 times as frequently as females, with females comprising only 22% of the sample; (2) masculine pronouns were used as generics 3.4 times as frequently as female pronouns; (3) books read aloud by teachers demonstrated similar representations of male and female characters; and (4) questionnaire responses suggested that gender-biased language may not be a primary consideration for teachers in choosing books. The effects of books' use of predominantly masculine characters and language can be detrimental to girls' gender role socialization. Teachers can ameliorate these effects by

choosing and reading books with a balance of male and female characters and by altering wording to improve this balance. (AC)

ED 362 358 RC 019 316

Smith, Steve
Project Jukebox: "We Are Digitizing Our Oral History Collection...and We're Including a Database."

PUB DATE- Oct 91
NOTE- 10p.; In: The Chugach Conference: Finding Our Way in the Communication Age (3rd, Anchorage, AK, October 3-5, 1992); see RC 019 315.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Alaska Natives; *Archives; *Audiotape Recordings; Computer Software; Databases; Higher Education; Information Retrieval; *Information Technology; Legal Responsibility, Libraries; *Library Collections; *Oral History; Preservation
IDENTIFIERS- Alaska; *Digitizing; University of Alaska Fairbanks

Project Jukebox is an enterprise of the Rasmuson Library at the University of Alaska. The project aims to digitize 6,000 hours of oral history. The special oral collection of the history of Alaska includes audiotapes of major and minor politicians in the state, average citizens, and Native leaders. The audiotapes created problems for guaranteeing preservation and ease of access to the information. Apple Computer provided the project's hardware and some software. One piece of software compresses the digitized sound to save storage space. The digitized audiotapes are stored on magneto-optical-erasable disk; they will eventually be available in CD-ROM format. Users of the program can search for information by such means as subject, keyword, or file number. On the screen, users find transcripts of the information with options to listen to the audio, view pictures, print a transcript, or view the release agreement. Converting information to new technologies entails problems that concern deciding what materials will be converted and who will have access to them. Questions by conference participants addressed the costs involved in the project, enhancing the recordings, and copyright issues. (KS)

ED 362 398 SE 053 671

Gottfried, Sandra S.
A Formative Evaluation of a Scientific Work Experience Program for Science Teachers.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College School Cooperation; Experiential Learning; Formative Evaluation; Higher Education; Inservice Teacher Education; *Internship Programs; *Researchers; Science Instruction; *Science Teachers; *Scientific Research; Secondary Education; Secondary School Science; Secondary School Teachers; *Teacher Attitudes; Teacher Behavior; Teacher Education Programs; Work Experience Programs
IDENTIFIERS- *Science Teachers as Research Scientists Program; University of Missouri Saint Louis

The Science Teachers as Research Scientists (STARS) program is a scientific work experience program conducted at the University of Missouri-St. Louis that provides secondary science teachers internships with faculty researchers. This report evaluates the STARS program with respect to the teachers' (n=17) first summer experiences only. Both quantitative and qualitative measures were used to evaluate the program's effectiveness and to determine whether the project objectives were met, the value of the program as perceived by the participants, and the impact of the program. The study concluded that teachers perceived that: (1) the experience in scientific research design and experimentation was substantial; (2) they made gains in their acquisition of science content knowledge; (3) they moderately increased their ability to perform science process skills; (4) they moderately increased the incorporation of research/process methodologies in their curricula; (5) they made substantial gains in their understanding of science applications in the workplace; (6) the program was helpful in lesson planning; (7) the program was valuable; and (8) the program impacted their ability to implement hands-on laboratory-oriented curricula. Field notes and classroom observations, however, do not reflect an increase in the use of these strategies in the classroom, suggesting the need for further research concerning how these changes in perception can be converted to changes in the classroom. (MDH)

ED 362 028 FL 021 489

LaFlamme, Kathleen McCardell
Project Class Revisited: Continuing Connections for Success in the Adult ESOL Lab.
PUB DATE- Jan 93
NOTE- 194p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Learning; *Computer Assisted Instruction; *Computer Literacy; Educational Technology; *English (Second Language); Guides; *Inservice Teacher Education; *Language Laboratories; Language Teachers; Second Language Instruction; Teacher Aides; Technological Advancement

A project undertaken at the Gene A. Whiddon Adult Center in Fort Lauderdale, Florida sought to prepare teachers, laboratory aides, and students for the introduction of new computer technology in a language laboratory, specifically for instruction in English as a Second Language. The project had three phases: (1) computer literacy instruction for ESL teachers and lab aides; (2) a supplementary series of inservice teacher workshops on adult learning, encouragement of student computer use, and assistance with teacher incorporation of new technology into instruction; and (3) production of a student manual, based on principles of adult learning and ESL instruction, to enable student use of the laboratory. The report describes the project and its implementation in detail, including specific objectives and results for each phase. Related institutional issues and instructional principles are also discussed. Analysis of the project's results indicates that all objectives were met or exceeded in each phase. Substantial appended materials include: a project timeline and objectives; pre- and posttests and skill checklists used for teacher workshops; evaluation forms; attendance data; statistical analyses; computer usage information; student survey results; and paperwork related to the project. (MSE)

ED 362 071 FL 021 567

Short, Deborah J.
The Challenge of Social Studies for Limited English Proficient
  Students.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Bilingualism; Curriculum; Curriculum Development;
  Elementary School Students; *English (Second Language);
  *History Instruction; Intermediate Grades; Junior High Schools;
  Junior High School Students; *Language Proficiency; *Limited
  English Speaking; Middle Schools; *Social Studies
IDENTIFIERS- Middle School Students

As students with limited proficiency in English transition from English-as-a-Second-Language or bilingual education classes to mainstream classes, they are usually first enrolled in physical education, art, and music classes, and then math or science classes. Later, these students are placed in the more challenging mainstream social studies courses. This article examines some of the challenges that social studies presents for LEP students and one effort undertaken to increase the meaning and relevance of this core subject to students who are learning English while they are learning social studies. Social studies courses focus on the culture of American society and on activities that allow students to share their native cultures. However, social studies is closely bound to literacy skills, writing tasks are very challenging, and classes usually are not replete with hands-on and manipulative activities that LEP students can use to learn and reinforce concepts. In response to these issues, the National Center for Research on Cultural Diversity and Second Language Learning has developed a history unit for LEP middle school students that incorporates content, language, and thinking and study skill objectives with student-centered activities. The infusion of cultural diversity is another important feature of the unit. (Contains 8 references.) (JP)

ED 362 128 HE 026 736

Swanson, Roger M.; Wilkinson, Christine Kajikawa
Training New Admissions Recruiters: A Guide for Survival and Success.
PUB DATE- 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Admission (School); Admissions Counseling; *Admissions Officers; College Administration; College Admission; Higher Education; Institutional Advancement; *Job Skills; *Occupational Information; Student Personnel Workers; *Student Recruitment

This volume is a guide for new college admissions recruiters and their supervisors. Chapter 1 discusses office space and related policy and telephone and computer equipment use as well as other important practical information. Chapter 2 discusses the recruiter's duty to become completely informed about his/her institution in various categories. These include: environment; history; academic divisions; unique qualities; the institutional goals, mission or philosophy; profiles of the typical student; career options; and standard questions asked about the institution. Chapter 3 discusses how recruitment activities fit into the larger concepts of marketing and enrollment management as well as personal values and their relation to professional ethics. Chapter 4 looks at the variety of tasks a recruiter may encounter: visiting high schools and conferences, working with office teams, committee assignments, meetings, delegations, time-management, interviewing and counseling, and event planning. Chapter 5 deals with skills for travel assignments and covers making arrangements, necessary materials, airlines, rental cars, hotels, and returning to campus. Chapter 6 discusses the school visit and includes a travel checklist, recruitment presentations, and follow-up. Chapter 7 offers final advice on appearance, personal relations, work quality, networking and mentoring. Includes a glossary and statements of ethics. (JB)

ED 362 147 IR 016 303

Anderson, Jane; And Others
Foundations Symposium: A Continued Dialogue on Critical Theory, Cultural Analysis, and Ethical Aspects of the Field.
PUB DATE- Jan 93
NOTE- 22p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conferences; Constructivism (Learning); *Critical Theory; *Cultural Differences; Democracy; Educational Philosophy; *Educational Technology; Elementary Secondary Education; Equal Education; *Ethics; Higher Education; Intellectual Disciplines; Models; Teacher Role; *Teaching Methods
IDENTIFIERS- Association for Educational Communications Tech;

Derrida (Jacques); Foucault (Michel); Postmodernism

Seven articles are presented from a symposium on critical theory, cultural analysis, and the ethical aspects of the use of educational technology. Two papers deal with the educational philosophy of two modern thinkers, and others focus on educational technology in the modern or postmodern era. The following papers are included: (1) "Foucault and Disciplinary Technology" (Jane Anderson); (2) "Paradigms Reframed: Constructivist, Post-Industrial, Modern or Postmodern Educational Technology?" (Denis Hlynka); (3) "Foundations and Technology in Education: A New Area of Study within the AECT?" (Al Januszewski and Elisa J. Slee); (4) "Post-Modern Thinking in a Modernist Cultural Climate: The Need for an Unquiet Pedagogy" (J. Randall Koetting); (5) "Schools and Technology in a Democratic Society: Equity and Social Justice" (Robert Muffoletto); (6) "Critical Theory, Educational Technology, and Ethics: Helping Teachers Respond Meaningfully to Technology" (Randall Nichols); and (7) "Where in the World Is Jacques Derrida?" (Andrew R. J. Yeaman). (SLD)

ED 362 166 IR 016 322

Gueulette, David G.
International Training Research Project Culturefax.
PUB DATE- Jan 93
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bulletins; *Cultural Awareness; Curriculum Development; Educational Theories; Ethnic Groups; *Facsimile Transmission; *Filipino Americans; Foreign Countries; Higher Education; Immigrants; *Instructional Design; Minority Groups; *Multicultural Education; Newsletters; Study Habits; Training
IDENTIFIERS- *Culturefax; Northern Illinois University

Researchers at Northern Illinois University have begun to compi findings from a study investigating the most critical audience factors impacting the design and delivery of instruction for international learners in higher education settings in the United States. The findings are being incorporated into small bulletins called "Culturefax" that are being distributed via fax machines to higher education institutions and other interested parties. These bulletins note special cultural factors that may help instructors become more culturally sensitive and more effective in multicultural classrooms. Key theoretical considerations of the research are reviewed. A sample "Culturefax" for Filipinos is included. The bulletin lists characteristics of the Filipino learner and includes information on typical work habits and practices. (Contains 21 references.) (SLD)

ED 362 205 IR 016 361

Simsek, Ali

The Effects of Learner Control and Group Composition in Computer-Based Cooperative Learning.

PUB DATE- Jan 93
NOTE- 39p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Aptitude; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; Elementary School Science; Elementary School Students; Heterogeneous Grouping; Homogeneous Grouping; *Instructional Effectiveness; Intermediate Grades; *Learner Controlled Instruction; Pretests Posttests; *Programed Instruction; Retention (Psychology); Student Attitudes; Tables (Data); Time Factors (Learning)

This study examined the effects of instructional control and aptitude composition on performance, interaction, and attitudes during a computer-based cooperative science lesson. A sample of 152 fifth and sixth grade students completed the instruction either under the learner control (LC) or the program control (PC) treatment. In the LC treatment, students exercised control over the amount, review, and sequence of instruction. Students in the PC treatment followed a predetermined instructional path. At the end of the lesson, all students completed a posttest and an attitude questionnaire. They also indicated their confidence by predicting the score on the posttest. An identical test was administered two weeks later for measuring retention. Time for each group and interaction in representative groups were also recorded. Results suggested that both heterogeneous grouping and learner control had significant effect on learning, time on task, verbal interaction, and attitudes. Working in heterogeneous groups increased confidence more than working in homogeneous groups. High-ability students outperformed low-ability students on all dependent variables, except attitudes. The implications for designing microcomputer software and future research are discussed. Statistical tables showing means and standard deviations for scores of achievement, confidence, retention, attitude, instructional time, and verbal interaction are appended. (Contains 46 references.) (Author/KRN)

ED 362 240 JC 930 464

Follow-Up of 1992 Graduates, Hagerstown Junior College (Includes Statewide Comparisons).

PUB DATE- Sep 93
NOTE- 33p.; From the Office of Institutional Research.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; Employer Attitudes; Graduate Surveys; Higher Education; Outcomes of Education; *Participant Satisfaction; *Program Effectiveness; *Student Attitudes; Student Behavior; Student Characteristics; Student Educational Objectives; Success; Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *Hagerstown Junior College MD; *Maryland

To evaluate the extent to which Maryland colleges helped graduates achieve their educational goals and to provide colleges with statewide comparative data, the Maryland Higher Education Commission surveyed all 1992 Maryland community college graduates in spring 1993. In addition, a separate questionnaire was sent to the employers of consenting graduates to help colleges evaluate instructional programs. A total of 412 students from Hagerstown Junior College (HJC) and 52 employers of HJC graduates were surveyed, with 224 students and 24 employers returning usable questionnaires. Study findings for HJC included the following: (1) 46.6% of the graduates reported that transfer was the single most important reason for attending HJC, while 14.8% indicated the attainment of an Associate of Arts degree; (2) when asked whether they would attend HJC if they had to do it over again, over 92% of the respondents indicated "definitely yes" or "probably yes"; (3) 74.4% of the graduates indicated that their primary goal had been achieved at HJC, 21.1% said that it had been partially achieved, and 4.5 stated that it had not been achieved; (4) graduates who had transferred to a four-year institution had completed a mean of 24.13 credit hours and reported a mean grade point average of 3.1; (5) 76% of the transfer students indicated that their transfer preparation had been "very good" or "good"; and (6) 54% of the employers were "highly likely" to hire another HJC graduate. Data tables detailing responses for HJC, average responses for HJC's six peer institutions, and averages for all Maryland community colleges are included. (PAA)

ED 362 258 PS 021 582

Evans, Mary Ann; Baraball, Lesley
Parent Child Bookreading and Parent Helping Strategies.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Decoding (Reading); Elementary School Students; Foreign Countries; Grade 1; *Oral Reading; Parent Attitudes; *Parent Child Relationship; Primary Education; Reading Ability; *Reading Instruction; *Reading Strategies; *Young Children
IDENTIFIERS- Emergent Literacy; Ontario

This study examined parental strategies used with beginning readers, particularly how parents responded to children's miscues and what general admonitions they provided while listening to their children read. Subjects were 19 middle-class children (from 5 to 7 years old) and their parents. Each parent-child pair was visited at home and presented with four storybooks of ascending level of difficulty for beginning readers. Parents were instructed to help their child read the storybooks as they normally would; sessions were audiotaped and nonverbal behaviors, such as pointing to words or pictures, were noted. Next, parents helped children complete six colored worksheets containing items from the reading recognition subtest of the Peabody Individual Achievement Test-Revised (PIAT-R). Finally, parents and teachers completed a questionnaire designed to determine their approach to reading instruction at home. Analysis revealed that the majority of parents viewed reading as a bottom-up process, frequently helping their children over miscues by helping them sound out the miscued words. Parents also tended to use more context cues with children who showed poorer reading ability on the PIAT-R. No significant correlation was found between children's reading level and parental use of decoding strategies. Contains 27 references. (MM)

ED 362 279 PS 021 698

Murphy, Kimberlee C.; Huston, Aletha C.

Reducing Sex-Typed Perceptions of Children: The Role of Environmental Exposure.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Mar 93
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; *Familiarity; Higher Education; Males; *Observation; Personality Traits; Play; Recall (Psychology); *Sex Stereotypes; Social Cognition; *Student Attitudes; *Undergraduate Students; Young Children

This study examined the effect of the amount and diversity of information about a child on adults' perceptions of the child's personality traits and sex-typed interests. A sample of 197 college students (ranging in age from 18 to 28 years) were randomly assigned one of three exposure conditions: (1) maximum exposure (subjects observed six boys, ages 6 to 8 years, play for 2 minutes each in six environmental settings); (2) limited exposure (subjects observed a boy play in two of the six settings); and (3) and no exposure (subjects did not observe a boy play, but instead saw still video pictures of a boy and the settings). After exposure, subjects completed questionnaires that measured recall of displayed behaviors and perceptions of the child's masculine and feminine personality traits, interests in toys, and participation in games. Measures of subjects' sex-role orientations were also collected to control for possible observer biases. Compared to subjects who observed the boys in a limited number of settings, those who had the maximum exposure displayed less adherence to sex-stereotypes, describing the boys as having not only more masculine, but also more feminine personality traits and interests. Although women perceived the boys to be more masculine than did men, sex-role orientation was not related to perceptions. (MM)

ED 362 319 PS 021 781

Haensly, Patricia A.
Development of Giftedness among Siblings: A Case Study of Differences and Familial Microsystems.
PUB DATE- 10 Aug 93
NOTE- 22p.; Paper presented at the World Congress on Gifted and Talented Education (10th, Toronto, Ontario, Canada, August 10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Case Studies; First Born; *Parent Attitudes; *Parent Child Relationship; *Preschool Children; Preschool Education; *Sibling Relationship; *Siblings
IDENTIFIERS- Second Born

Using a naturalistic inquiry approach and case study methodology, an ongoing case study examined within-family developmental factors among families with an identified gifted preschooler and at least one sibling with either a different type of giftedness or not identified as gifted. Data were collected through interviews, records, and familial observations. Since 1985, different cohorts of families have participated in a 4-week summer preschool program for 3- and 4-year-olds who have advanced-for-age intellectual abilities. By 1988, it became apparent that parents who enthusiastically nominated first-born children for the program often became hesitant and confused about the ability of their second-born children, perceiving them as less bright or at least quite different in ability and style. However, when second-born children in the program were administered the same assessments as the first born, data suggested that, although parental estimates of ability were often hesitant, strong evidence of precocious ability in the home setting was frequently confirmed. (Contains 54 references.) (MDM)

ED 362 340 RC 019 273

Avina, Cheryl
Effects of Forced Removal from Family and Culture on Indian Children.
PUB DATE- 30 Mar 93
NOTE- 44p.; Practicum paper, NAES College, Twin Cities.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Alienation; *American Indians; Child Welfare; *Early Experience; *Ethnicity; Foster Care; *Foster Children; Individual Development; Personal Narratives; Self Concept
IDENTIFIERS- *Identity Formation; *Indian Child Welfare Act 1978

This paper recounts the author's removal as an Indian child to a non-Indian foster home and consequent alienation and identity crisis, and presents survey results from Indian adults with similar childhood experiences. The problems in this particular case began when, at age 5, the author moved with her family from the reservation to an urban housing project. Family life deteriorated, her parents drank heavily or were absent, and the children were removed to foster homes. The author and her younger brother eventually were settled with a Mexican-American family. In the absence of any exposure to Indian people or culture, and in the face of constant negative comments about her family and the stigma of being a foster child, the author became ashamed of her origins and confused about her identity. In college, she was sensitive to the differences between herself and other Indian students and felt estranged from them. After she married and started a family, she felt the need to reconnect with her culture and her extended family, and both the family and the Indian community were very supportive. A survey of 35 adults in the Indian community, including 20 with similar childhood experiences, examine the development of their Indian identity and, where applicable, feelings about the foster care experience. Medical, legal, or substance-abuse problems were mentioned by 40-75 percent of those removed from families, compared to 27-40 percent of others. This paper includes survey questions and many excerpts from interviews. (SV)

ED 361 947 EC 302 414

Mu, Keli; And Others
China's Special Education: A Comparative Analysis.
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires,

Evaluation Instruments (160)
DESCRIPTORS- Attendance; Compulsory Education; *Delivery Systems; Differences; *Disabilities; Early Intervention; Educational History; Educational Legislation; Educational Needs; *Educational Practices; Elementary Secondary Education; Foreign Countries; Foreign Culture; Higher Education; Incidence; Inservice Teacher Education; Mainstreaming; Parent School Relationship; Regional Characteristics; *Special Education; Teacher Exchange Programs; Teacher Shortage; Vocational Education
IDENTIFIERS- *China

This paper, written in outline form, summarizes the history and current situation of special education in China. The paper begins by listing milestones in Chinese special education from 200 B.C. to 1990 A.D. and noting that currently there are an estimated 6,500,000 children (ages 7-15, with disabilities, of whom 70,000 are being served in special classes and special schools. Contemporary legislation pertaining to special education are noted, followed by a description of current education practices in the areas of regular education, special schools, higher education, and inservice teacher training. Current examples of educational research are also described, including experiments in service delivery options (such as mainstreaming), early intervention and education, and parent/school collaboration. Activities in the areas of international exchange are briefly noted. Major problems identified include the following: (1) low school attendance rate by children with disabilities, (2) large regional variances in school attendance, (3) limited vocational training options, and (4) shortage of teachers. Concluding the paper is an outline of future directions, including popularized compulsory education for children with disabilities, new secondary and vocational education, new special education categories, and improved levels of teaching and research. (Contains 10 references.) (DB)

ED 361 966 EC 302 436

Research Plan for the National Center for Medical Rehabilitation Research.

PUB DATE- Mar 93

NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Disabilities; *Federal Programs; Financial Support; Futures (of Society); *Medical Research; Models; *Rehabilitation; Research and Development; *Research and Development Centers; Research Needs; Research Opportunities; Research Projects; Vocabulary
IDENTIFIERS- *National Center for Medical Rehabilitation Res

This research plan describes a framework for defining and developing the field of rehabilitation sciences and research opportunities for the National Center for Medical Rehabilitation Research (NCMRR) and other agencies funding medical rehabilitation research. The plan addresses the needs of both persons who are involved in habilitation and in rehabilitation. Following an introduction and a historical perspective, the scope of disability is discussed, including prevention, epidemiology, and demography. A conceptual model of the rehabilitation process is presented which builds on the strengths of existing scientific principles and social values. The focus is on the person with a disability and how that person adapts to functional limitations in his or her family, work, and local community. The model provides for five overlapping domains of research, including pathophysiology, impairment, functional limitation, disability, and societal limitation. Terminology in disability classification and issues in medical rehabilitation research are discussed. Future directions for the field and research initiatives and opportunities are discussed, focusing on the areas of mobility; behavioral adaptation; whole body system response; assistive technologies; measurement, assessment, and epidemiology; treatment effectiveness; and the training of research scientists. Progress of the NCMRR in supporting research initiatives and coordinating research is cited. Appendixes describe research activities, authorizing legislation, and assistance mechanisms used to support research. (JDD)

ED 361 986 EC 302 457

Gehret, Jeanne
Before the Well Runs Dry: Taking Care of Yourself as the Parent of a LD/ADD Child.
PUB DATE- Feb 93
NOTE- 15p.; Paper presented at the Annual Learning Disabilities of America International Conference (San Francisco, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Child Rearing; Coping; *Learning Disabilities; Mental Health; *Parent Child Relationship; Self Care Skills; *Stress Management
IDENTIFIERS- *Codependency

Addressed to parents of children with learning disabilities (LD) or attention deficit disorder, this paper explores the dangers of falling into codependent behaviors and stresses the importance of parents taking care of themselves. The codependent parent is described as always putting the child first and as trying to control everything about the child and those who interact with him/her. The paper considers such aspects of this relationship as the uncontrollable nature of children with LD, coping with stress, and dealing with chronic grief. It specifically encourages parents to: (1) find healthy ways to express feelings, (2) plan time away from the child, (3) lay guilt to rest, (4) take breaks to refresh yourself, (5) develop friends and intellectual pursuits unrelated to the exceptional child, (6) conserve energy for the most important things, (7) take care of your body, (8) take frequent deep breaths, (9) practice acceptance, and (10) say often, "I am not my child." (DB)

ED 362 007 FL 021 392

Zammit, Susan A.
Motivation, Test Results, Gender Differences, and Foreign Languages: How Do They Connect?
PUB DATE- 3 Aug 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Language Testing Research Colloquium (15th, Cambridge, England, United Kingdom, August 3, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Communicative Competence (Languages); Foreign Countries; *Language Attitudes; *Language Proficiency; Language Teachers; *Motivation; Questionnaires; Secondary Education; Secondary School Students; Second Language Learning; *Sex Differences; Student Evaluation; Testing
IDENTIFIERS- Australia; New Zealand

The testing of 32,000 students in Australia and New Zealand participating in The Australian Language Certificates (ALC) provided the opportunity to examine students' attitude and learning preferences when studying a language other than English. The ALC offered the opportunity to learn seven languages in a Languages Other Than English (LOTE) program: Chinese, French, German, Indonesian, Italian, Japanese, and Modern Greek. The research investigated the attitudes of beginning students and the association of attitude scores with test scores. The effects on the attitude score of gender, year level at school and language spoken at home were also explored. A teachers' questionnaire examined the priorities given to classroom practices. Comparisons between students' preferences and classroom practice are presented. Results indicated that males had a less positive attitude to language than females. Findings for year level were inconsistent. Students who spoke a language other than English at home had a more positive attitude than those who did not. The relationship between attitude and achievement score was not as strong as expected. Important differences existed between students' preference and teachers' teaching priorities. Student and teacher questionnaires are appended. (Contains 23 references.) (Author)

ED 362 110 HE 026 718

Morrison, James L., Ed.
On the Horizon. The Environmental Scanning Newsletter for Leaders in Higher Education, 1992-1993.
PUB DATE- 93
NOTE- 84p.; Set includes preview issue.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Freedom; College Faculty; Cultural Pluralism; Distance Education; *Economic Change; Educational Environment; *Environmental Scanning; *Futures (of Society); Higher Education; Political Issues; *Politics of Education; Postsecondary Education; *Social Change; *Technological Advancement; Trend Analysis

This document consists of the preview issue and first five issues of a new newsletter designed to alert members of the higher education community to driving forces and potential developments in the macroenvironment that constitute threats or opportunities to colleges and universities. It reports news from the social, technological, economic, environmental, and political sectors, local through global. Among this series' major articles are the following: "What's on the Horizon for Higher Education?" (George Keller); "A New Social Charter for Higher Education?" (Ian Wilson); "Education in the Information Society" (Peter C. Bishop); and "It's Time to Re-Invent Higher Education--A Strategic Assessment" (David Pearce Snyder). Other articles discuss reasons higher education needs to beware of technology, why increasing the ties between colleges and universities and business may lead to conditions that threaten academic freedom, the issue of establishing a free-standing black cultural center on campus, and an examination of three college teachers who won teaching awards yet were denied tenure. (GLR)

ED 362 187   IR 016 343

McMahon, Teresa A.; Duffy, Thomas M.

Computers Extending the Learning Environment: Connecting Home and School.

PUB DATE- Jan 93
NOTE- 23p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; Computer Literacy; Elementary Education; Family Involvement; Innovation; Language Arts; *Microcomputers; Parent Attitudes; *Student Attitudes; *Teacher Attitudes; *Telecommunications
IDENTIFIERS- Empowerment; *Home Computers; Indiana

This paper examines themes from a cross case analysis of the Buddy System Project, a program that loans students and teachers in selected elementary classes in Indiana a networked home computer and provides schools with additional classroom computers. Qualitative data were collected from 28 homes and 19 classrooms at 4 participating schools. The three themes examined are the impact on the school's learning environments; the impact and use of the telecommunications functions; and the impact of home computers on the home environment. Buddy was considered a success in all of the schools. Computers were used extensively, and teachers noted that the project had a renewal effect on their careers and a positive impact on the culture of the classroom. They also reported that the majority of their current class computer activities were only possible because there were computers at school and at home. The Buddy home computers contributed to a general dissemination of computer knowledge. Teachers and parents reported that the written format of the electronic communications functions had a positive influence on students' reading, writing, and typing proficiency. A significant factor in successful implementation was the presence of innovators, i.e, teachers or administrators ready to take chances and lead the way for others. (Contains 17 references.) (KRN)

ED 362 223 JC 930 437

Increasing Enrollment Fees: Equity? or the Allocation of Opportunity? The Effects of Fees on Student Enrollment in the San Diego Community College District.

PUB DATE- Aug 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; Declining Enrollment; Educational Finance; Educational Legislation; Educational Policy; Enrollment; *Enrollment Influences; *Enrollment Trends; *Fees; Paying for College; Student Attitudes; *Student Behavior; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *San Diego Community College District CA

In 1992, the state legislature in California voted to increase community college fees from $5 to $10 per unit, and to increase fees for students with bachelor's degree from $10 to $50 per unit. To better understand the fiscal, access, and equity issues associated with increased fees and declining enrollments in the San Diego Community College District (SDCCD), two research activities were conducted. Spring enrollments were examined from 1978 through 1993 to identify and analyze periods of fluctuation; and a comparison was made of student demographic and educational characteristics for spring 1992 and spring 1993 enrollees. In addition, 11,000 students enrolled in spring 1993 and fall 1993 were surveyed to examine the impact of fees on the students' enrollment plans. Study findings included the following: (1) districtwide, spring 1993 fee increases coincided with an 8% enrollment decline, a 5% drop in weekly student contact hours, and a 49% decline in enrollment among bachelor-degree holders; (2) analysis of enrollment declines by gender, ethnic, and age groupings showed little difference among the groups; (3) among respondents to the survey, 25% of Asian students indicated that an additional fee increase would prevent them from re-enrolling, compared with 9% of Black students and 7% of White students; and (4) respondents aged 41 years and older were more likely than those aged 22 to 25 years to not re-enroll as a result of additional fee increases. Detailed data tables and charts and copies of the survey instruments are included. (PAA)

ED 362 377 RC 019 356

Lynch, Patrick D.
Educational Vouchers: Vouchers in the American Indian Educational System.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *American Indian Education; American Indian History; Court Litigation; *Educational Change; *Educational History; Educational Vouchers; Elementary Secondary Education; Parochial Schools; Public Schools; *School Choice; *Tribally Controlled Education; Tribes
IDENTIFIERS- *Bureau of Indian Affairs Schools

This paper examines the legal and historical background of school choice by American Indian parents and its implications for school choice for a wider public. In the 19th century, American Indian parents had no choice about whether or where their children would be schooled. On many reservations, children were forcibly removed from their parents and taken to Bureau of Indian Affairs (BIA) boarding schools, where harsh methods were used to erase their language and culture. Some reservation mission schools were favored by Indian parents because they were nearby, the children were treated better than at BIA schools, and Indian languages were not forbidden. In 1904, federal support was withdrawn from sectarian schools on reservations. After a Sioux parent brought suit, the Supreme Court ruled that tribes had the right to use their own trust funds to support reservation sectarian schools. This opinion is the basis of Indian parental choice of many kinds of schools, any of which might be supported by Indian people collectively in accord with tribal policy. By the 1970s, this choice included BIA day schools and boarding schools, public school attendance with residence in a BIA peripheral dormitory, cooperative schools (public schools with a majority of Indian students), and tribally controlled schools. BIA school enrollments declined considerably in the face of attractive alternatives. Since then, school choice has forced major reforms of BIA schools, to the point that they are now competing successfully for Indian students. In many respects, the Indian schools are now "lighthouse" schools with the potential to help the rest of the American educational system to change. (SV)

ED 362 050   FL 021 516

Mace-Matluck, Betty J.; Liberty, Paul G.
SEDL/Multifunctional Resource Center, Service Area 8. Annual Performance Report, October, 1992-September, 1993.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *English (Second Language); Higher Education; Inservice Teacher Education; *Limited English Speaking; *Literacy Education; Principals; Program Administration; Program Design; Program Effectiveness; Program Evaluation; School Districts; Staff Development; *Technical Assistance; *Workshops
IDENTIFIERS- *Southwest Educational Development Laboratory

The annual evaluation of a Texas regional resource center is presented. The center provides training and technical assistance for school district personnel participating in programs for limited English proficient (LEP) students. Federally funded and housed in the Southwest Educational Development Laboratory, it serves 800 school districts with a LEP enrollment of 194,019 students. It also coordinates activities and services with other agencies serving this population. The report describes the center's administrative structure, staffing, and program design, which include an English literacy resource collection, provision of 141 training and technical assistance sessions, including 93 workshops during the contract year, 1,278 consultations to local education authorities and other entities, and one course for college credit, in cooperation with the University of Houston, Texas. Data on the enrollment, length, content, participants, and results of the workshops are summarized, and other coordination and outreach activities are described. The substantial appended materials include a needs assessment survey, forms and agreements, a workshop schedule, one workshop's agenda and evaluation form, and information on coordination with other agencies. (MSE)

ED 362 090 HE 026 698

Hauser, Jerald
College Student Portfolios: A Representational Format for "Best Profile" Dimensions.
PUB DATE- 27 Apr 93
NOTE- 13p.; Paper presented at the Meeting of the International Reading Association's Panel of Speakers (San Antonio, TX, April 27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; College Students; Evaluation Methods; Higher Education; *Portfolios (Background Materials); Student Evaluation; *Teacher Education; Teacher Education Programs; *Teaching Methods; Undergraduate Study
IDENTIFIERS- *Alternative Assessment; *Portfolio Approach

The use of portfolio creation with teacher education students is one way to enact the spirit and practices associated with the "true testing" movement. True testing advocates relevant work, in-context work, metacognitive work, self-evaluation, peer-collaborations, work commitment, self-directedness, successive work drafts, and work affectivity. Developmental portfolios contain work samples that represent student growth in one or several areas over time (e.g., successive drafts of an essay as well as the final teacher-scored version). Representational portfolios contain various examples of a student's best work without inclusion of successive draft or model creations. Students can also be asked to produce portfolios with developmental and representational dimensions over a full semester. Criteria for portfolio evaluation include: (1) positive appearance; (2) organization of contents; (3) mediations; (4) significant meaning; (5) position papers; and (6) originality. Students receive the teacher's standards for evaluation and choose to submit examples for their field work and position papers on teaching theory. The final production stage involves student initiatives as they plot portfolio content, a higher order thinking process. Teachers can facilitate this process with explanations, encouragement, and time for student pairs and critique groups to exercise helpful input and feedback. The portfolio work is a fine opportunity for critical and creative thinking experiences. (JB)

ED 362 167 IR 016 323

Honebein, Peter C.; And Others

The Effects of Modeling To Aid Problem Solving in Computer-Based Learning Environments.

PUB DATE- Jan 93
NOTE- 35p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Computer Assisted Instruction; *Computer Games; Higher Education; *Modeling (Psychology); *Observational Learning; *Performance Factors; *Problem Solving; Skill Development; Statistical Analysis; Thinking Skills
IDENTIFIERS- Experts; *Where in Time Is Carmen Sandiego

This study is an investigation of how modeling aids learners in developing problem solving skills within a computer learning environment. The task given to the 45 undergraduate and continuing education students serving as subjects, was to solve a crime in the computer game, "Where in Time is Carmen San Diego." Three subject groups received one of the following treatments: Expert Model, Novice Model, or No Model. Modeling entailed subjects viewing a computer-based animated and narrated movie showing how either an expert or novice completed the task. Results of the study indicate that modeling does not have an effect on the performance of participants, however it did contribute to the development of cognitive skills. (Contains 27 references.) (Author)

ED 362 299 PS 021 737

Mazur, Elizabeth; Wolchik, Sharlene

Mother-Child Communication and Acceptance Moderates Relations between Children's Appraisals and Their Adjustment to Parental Divorce.

PUB DATE- Jun 93

NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (Chicago, IL, June 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Measures; *Childhood Attitudes; Cognitive Measurement; Correlation; *Divorce; Emotional Adjustment; Mother Attitudes; *Mothers; *Parent Child Relationship; *Parent Role; *Preadolescents

Research indicates that a secure relationship with the custodial parent buffers children from some of the negative consequences of divorce. To test the hypothesis that the quality of open communication between mothers and children as well as their perceptions of acceptance and rejection moderate children's appraisals of divorce and their psychological adjustment, a study was conducted of 79 custodial, unremarried mothers and their children, ages 9 to 12, who had experienced divorce within the previous 24 months. Participants were interviewed and administered tests measuring children's cognition about divorce, mother-child communication, subjects' perceptions of acceptance and rejection, children's psychological adjustment, and mothers' perceptions of children's behavior and competence. The study found that the relation between children's negative cognitive errors; children's self-reports of aggression, anxiety, and depression; and mothers' reports of children's academic performance were moderated by high mother-child communication. However, mothers' social support was found to be beneficial primarily for children who did not tend to make negatively biased appraisals related to divorce, and not protective of children who did. (Contains 10 references.) (BCY)

ED 362 320 PS 021 795

Storkamp, Barbara J.; And Others

The Effects of Prenatal Drug-Exposure on Toddlers' Temperament, Development and Play Behavior.

PUB DATE- Mar 93

NOTE- 31p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *At Risk Persons; Blacks; Child Abuse; *Child Development; Child Neglect; Cocaine; Comparative Analysis; *Drug Abuse; Foster Care; Personality; Play; Preschool Education; *Toddlers

IDENTIFIERS- African Americans; *Fetal Drug Exposure

This study compared 17 toddlers identified as prenatally exposed to cocaine (along with marijuana, alcohol, or nicotine), with another group of 10 toddlers with no prenatal exposure. All subjects were African-American, 1-3 years of age, and in foster care. Toddlers were age- and gender-matched and compared on measures of temperament, development, growth and play behavior. There were no group differences in temperament, growth, and play behavior, but significant differences in development. The drug-exposed toddlers exhibited higher levels of development than the nonexposed toddlers. A majority of both groups, however, scored below age level on standard development measures. These results may be attributable to the fact that the comparison group was comprised of high-risk children placed in foster care primarily due to parental abuse and neglect. Findings also suggest that the effects of prenatal drug exposure are similar to developmental outcomes experienced by other high-risk groups of children. Contains 48 references. (Author/MDM).

ED 362 359 RC 019 326

Gonzalez-Santin, Edwin, Comp.
The White Mountain Apache Child Protection Service Training Curriculum. Nohwii Chaghashe Baa da gontzaa (Protect Our Apache Children).
SPONS. AGENCY- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE- 92
NOTE- 496p.; Contains some small type. Illustrations may not reproduce adequately. Copyrighted materials have been removed (p58-92, 94, 368-373).
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- American Indian Culture; American Indians; *Child Abuse; *Cross Cultural Training; *Cultural Context; Postsecondary Education; Professional Training; *Sexual Abuse; *Social Work; Training Methods
IDENTIFIERS- *Case Management; Child Protective Services; *White Mountain Apache (Tribe)

This curriculum manual provides 8 days of training for child protective services (CPS) personnel (social workers and administrators) working in the White Mountain Apache tribal community. Each of the first seven units in the manual contains a brief description of contents, course objectives, time required, key concepts, possible discussion topics, instructional materials and resources, an outline of the presentation, review questions, and references. Some units also contain a glossary, worksheets, and hands-on activities. The units cover: (1) White Mountain Apache community context (cultural values, community family life, and family lifestyles from traditional to contemporary); (2) medical and psycho-social issues in CPS (failure to thrive, indicators of sexual child abuse, diagnosis of physical and sexual abuse, and abuser characteristics); (3) tribal and federal laws and legal issues in CPS; (4) CPS case management processes and procedures; (5) White Mountain Apache tribal protocols for CPS reporting, investigation, agency roles and responsibilities, and juvenile and criminal court procedures; (6) tribal community practice (tribal government, casework supervision, and program administration); and (7) healing and wellness (traditional beliefs, spirituality, and prevention of worker burnout). A final section contains teaching tools and tips for trainers. (SV)

ED 362 399 SE 053 672

Odom, A. Louis; Barrow, Lloyd H.
Freshman Biology Majors' Misconceptions about Diffusion and Osmosis.
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Chemistry; College Freshmen; College Science; *Diffusion (Physics); Educational Research; Higher Education; Kinetic Molecular Theory; *Misconceptions; *Science Education; *Scientific Concepts
IDENTIFIERS- *Osmosis

The data for this study were obtained from a sample of 117 biology majors enrolled in an introductory biology course. The Diffusion and Osmosis Diagnostic Test, composed of 12 two-tier items, was administered to the students. Among the major findings are: (1) there was no significant difference in scores of male and female students; (2) math placement was a significant variant when assessing understanding using the Diffusion and Osmosis Diagnostic Test; and (3) major misconceptions were detected in three areas: the particulate and random motion of matter, the process of diffusion, and the process of osmosis. (PR)

ED 361 987 EC 302 458

Cowan, Ruth S.
Development and Implementation of Procedures for Identifying Black and Limited English Proficient Gifted Students.
PUB DATE- Nov 92
NOTE- 253p.; Ed.D. Major Applied Research Project Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ability Identification; *Black Students; Cultural Differences; Elementary School Students; Elementary Secondary Education; Eligibility; Evaluation Methods; *Gifted Disadvantaged; Inservice Teacher Education; *Limited English Speaking; Program Effectiveness; Secondary School Students; Staff Development; State Standards; *Student Evaluation; Student Placement; Urban Education
IDENTIFIERS- Gwinnet County School System GA

This practicum report describes an identification prototype used by a large metropolitan school district (Gwinnet County, Georgia) to identify giftedness in black and limited English speaking students. Underrepresentation of these groups in gifted programs is seen to result from: teacher reluctance to refer students from the target populations; the inappropriateness of conventional assessment measures for evaluating the intellectual ability of these students; and the problem of a narrow definition of giftedness mandated by state regulations. Five pilot schools across three instructional levels were used to evaluate the intervention. A three step solution strategy included: (1) staff development for classroom teachers; (2) an expanded evaluation sequence using nontraditional subjective and objective evaluation instruments; and (3) the use of multiple criteria for making gifted program placement recommendations. Implementation of the procedures reduced the underrepresentation of target populations in gifted programs in the five pilot schools. Forty-two appendices provide project details, assessment forms used in the gifted program, letters, data tables, and other supporting material. (Contains 46 references.) (DB)

ED 362 072 FL 021 585

Rennie, Jeanne
ESL and Bilingual Program Models. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingual Education Programs; Demography; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Minority Groups; Models; *Program Descriptions; Program Design; Program Effectiveness; Second Language Instruction; Student Characteristics
IDENTIFIERS- ERIC Digests

Nowadays all schools must be prepared to meet the challenge of an increasingly diverse student population, including many students who are not proficient in English. The effectiveness of various program models for language minority students remains the subject of controversy, and there are several factors to consider when selecting a program model: (1) district or school demographics, (2) student characteristics, and (3) district or school resources. English-as-a-Second-Language (ESL) programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. There are several different types of ESL programs: ESL pull-out, ESL class period, and ESL resource center. Bilingual program models, which use the students' home language, in addition to English for instruction, are most easily implemented in districts with a large number of students from the same language background. There are three types of bilingual programs: early-exit, late-exit, and two-way . There are other programs that provide neither instruction in the native language nor direct instruction in ESL, but that have adapted instruction to meet the needs of students who are not proficient in English. Two such programs are sheltered English or content-based programs, and structured immersion programs. Researchers have identified a number of attributes that are characteristic of effective programs for language minority students. (AB)

ED 362 111 HE 026 719

Langenberg, Donald N.
(R)evolution in American Higher Education. David Dodds Henry Lecture (14th, Chicago, Illinois, December 4, 1992).
SPONS. AGENCY- Illinois Univ., Chicago.
PUB DATE- 4 Dec 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; *Educational Change; Educational Finance; Educational Quality; Educational Technology; *Educational Trends; Financial Exigency; *Futures (of Society); *Higher Education; Information Technology; Retrenchment; Student Characteristics; Trend Analysis; Undergraduate Study
IDENTIFIERS- Total Quality Management; *University of Maryland System

In this lecture, one of a series given annually at the University of Illinois at Chicago (UIC), the chancellor of the University of Maryland System said that a revolution is underway in American higher education. This revolution is tied to major transformations in society at large to which higher education must respond. The most pressing symptom of the revolution is the unprecedented financial stress among colleges and universities which will not change with an improved economy due to fundamental structural difficulties in the economy and in its public-sector component. Other changes and challenges facing higher education are the steady change in the demographic, socioeconomic, and political character of the American people; the conversion to a knowledge-based economy; and the consequences of the convergence of computer and telecommunication technologies in new information technologies. Education has become too important to be left to educators. University of Maryland responses to these conditions include the following: (1) enhancement of undergraduate education; (2) development and institutionalization of permanent performance enhancement mechanisms; (3) making quality preeminent; (4) exploration of the application of Total Quality Management; and

(5) application of modern information technology to academic and administrative functions. Also included are the texts of the opening "welcome" given by UIC president Stanley O. Ikenberry and the introductory remarks of UIC's chancellor, James J. Stukel, and of questions and discussion that followed the lecture. (JB)

ED 362 129 HE 026 737

Todd, Barbara Tipsord, Ed.
Student Advancement Programs: Shaping Tomorrow's Alumni Leaders Today.
PUB DATE- 93
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Alumni; College Administration; *College Students; Higher Education; *Institutional Advancement; Program Administration; *Program Design
IDENTIFIERS- Alumni Relations; Student Advancement Programs

This volume discusses the ways to get college students involved in helping advance their college both before and after graduation. The book's five sections contain papers on student advancement programs, their focus and structure, advising student advancement programs, programs and events, and preparing for the future. Paper titles are: (1) "Advancing the Institution: The Role of Student Advancement Programs" (James L. Lanier, Jr.); (2) "Breaking Ground: Student Advancement Programs from the Start" (M. Gwinn Earle); (3) "The Great Debate: Choosing between Open and Selective Membership" (Nancy M. Dysart); (4) "Visible Differences: Promoting Your Student Advancement Group on Campus" (Terry D. Espeseth); (5) "Getting with the Program: Student Alumni Groups on Campus" (John C. Quakenbush); (6) "The Student Variable: Calculating an Equation for Student Fund-raising Success" (Anita Story); (7) "Student Ambassadors: Help for Communications and Admissions" (Mark A. Jastorff and Kevin J. Thompson); (8) "Keeping with Tradition: Student Advancement Programs at Urban and Commuter Institutions" (Scott R. Williams); (9) "The Adviser's View: An Investment with Unbeatable Returns" (Barbara T. Todd); (10) "More Than Meets the Eye: The Role of the Student Advancement Group Adviser" (Innes van Nostrand); (11) "Making Time: Student Advancement Programs in the One-Person Shop" (Charles E. Brictson); (12) "Money Matters: Managing the Fiscal Side of Your Student Advancement Program" (Nancy E. Rinaldi); (13) "Student Leadership Training: An Investment in Your Alumni of Tomorrow" (Keith E. Brant); (14) "Fond Farewells: Keeping The Student Spirit Alive after Graduation" (Dana W. Bolar); (15) "Graduating with Honors: Planning Special Events for Seniors" (Julie Larson); (16) "Surviving the Job Search: Career Programs for Students and Alumni" (Ann G. Lloyd); (17) "Family Affairs: Establishing Parents and Sibling Programs" (LoRae A. Hamilton); (18) "Student Programs: Creating Ties for Future Alumni" (Tracy L. Kleppinger); (19) "Making the Connection: The Student Alumni Association/Student Foundation Network" (Barbara J. Wright-Chollet); (20) "Student Interns; Cultivating the Next Generation of Advancement Professionals" (Lynn H. Nakada); (21) "The Ultimate Goal: Instilling the Volunteer and Philanthropic Ethic" (Paul B. Chewning). An addenda section includes two papers: "Mission Accomplished: Alumni Sum Up Their Student Advancement Group Experiences" (Karen Davis) and "Best Ideas: Exemplary Student Advancement Group Programs and Events" (Barbara T. Todd). (JB)

ED 362 148 IR 016 304

Arnone, Marilyn P.; Grabowski, Barbara L.
Curiosity as a Personality Variable Influencing Learning in an Interactive Environment.

PUB DATE- Jan 93
NOTE- 37p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; Art Education; *Computer Assisted Instruction; *Curiosity; Elementary School Students; *Individual Characteristics; Intelligence Differences; *Learner Controlled Instruction; *Performance Factors; Predictor Variables; Primary Education; Sex Differences; Statistical Analysis; Tables (Data); Young Children

This study investigates the effect of curiosity in first and second grade children as an individual difference variable in learning in a computer-based interactive learner control environment and discusses the implications for instructional designers and educators. The instruction was an art education lesson containing both facts and concepts. The study used two learner control treatments: learner control without advisement, in which learners made decisions about content selection, sequencing, pace, remediation, and other issues; and learner control with advisement, in which learners made the same type of decisions but were advised about their options. There was a significant difference in achievement scores in favor of high curious children in both learner control conditions. The results suggest that differences in curiosity influenced performance within either type of learner control lesson. The differences were independent of grade level or gender. There was a significant interaction between grade level and treatment. First grade subjects performed significantly better with advisement, while second grade subjects performed significantly better without. The data indicate that first graders heeded advisement more than second graders. A possible explanation for the high scores of second graders who functioned without advisement may have been the predominance of high curious subjects in that group. (Contains 44 references.) (KRN)

ED 362 206 IR 016 362

Strommen, Erik
Preschool Children at the Interface: A Cognitive Model of Device Difficulty.

PUB DATE- Jan 93
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Data Analysis; *Difficulty Level; *Man Machine Systems; Memory; *Microcomputers; Models; Performance; *Preschool Children; Preschool Education
IDENTIFIERS- Childrens Television Workshop NY; *Cognitive Modeling; Computer Interfacing; *Computer Users

Because of the lack of error-free, on-task performance by young children, cognitive modeling has not generally been considered an appropriate technique for characterizing computer use by young children. It is argued that cognitive modeling can be a useful strategy for organizing data on children's performance when the domain being studied is appropriately defined. The domain of interface devices for computer control and their demands on young children as computer users is used in this example, which reviews the results of several studies of children's use of a variety of different input devices conducted at the Children's Television Workshop. The cognitive modeling hypothesis suggests that for young children the degree to which cursor movement devices resemble natural motions (such as pointing) makes use easier. The more rules of use a device requires, the more difficult it will be for the child to use because working memory will be consumed in a manner similar to the use of the device itself. The model assumes that the demands of cursor control and device rules are additive. The model is applied to children's task performance in several studies. The current model shows promise as a framework for analyzing children's performance with different input devices and explaining and predicting differences in competence across devices and across children. Two tables illustrate the discussion. (Contains 12 references.) (SLD)

ED 362 241 JC 930 466

Oromaner, Mark; Johnson, Abegail Douglas

Actual and Projected Enrollments, Academic Programs, and Faculty, 1991-1997. Special Report 92.04.

PUB DATE- Dec 92
NOTE- 28p.; Update of Special Report 92.01, May 1992.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Programs; Community Colleges; *Enrollment Projections; *Enrollment Trends; Full Time Equivalency; Full Time Faculty; Part Time Faculty; Space Utilization; Student Recruitment; Tables (Data); Teacher Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Hudson County Community College NJ

Focusing on the period from 1991 to 1997, this report offers current data and projections regarding enrollments, programs, and faculty at Hudson County Community College (HCCC) in New Jersey. Data are provided on actual and projected enrollments in credit and degree programs, enrollments by academic division, continuing education and community services enrollments, numbers of full- and part-time faculty and instructional personnel, and explanations of the faculty positions to be added between 1992 and 1997. Highlighted projections indicate that between 1991 and 1997: (1) the number of certificate programs will increase from 6 to 16, and the number of degree programs will increase from 20 to 32; (2) the number of students enrolled in certificate or degree programs will increase from 2,882 to 6,337 (120%); (3) the number of full-time equivalent (FTE) students will increase from 2,084 to 4,524; (4) the number of students served annually by the Division of Continuing Education/Community Services will increase from 1,008 to 10,420; (5) the number of full-time faculty will increase from 39 to 95, while part-time faculty will increase from 151 to 199; (6) the number of FTE faculty will increase from 81 to 151; (7) all classes will be taught by faculty hired directly by HCCC; and (8) enhanced retention activities and space/time utilization initiatives will result in an increase in enrollment beyond the increase accounted for by enhanced recruitment activities and program development initiatives. Extensive data tables are included. (MAB)

ED 362 259 PS 021 625

MacBeath, John
Learning for Yourself: Supported Study in Strathclyde Schools.
PUB DATE- 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; After School Centers; *Elementary School Students; Elementary Secondary Education; Foreign Countries; *Homework; Program Descriptions; *Program Effectiveness; *Secondary School Students; Student Attitudes; *Study Centers; Study Habits; Success
IDENTIFIERS- *Academic Support Services; Scotland (Glasgow); *Supported Self Study

This report evaluates the Supported Study program, study centers designed to facilitate student achievement in elementary and secondary schools in the Strathclyde Region of Glasgow, Scotland. These centers are a place for students to work on their homework before or after school, with adult assistance available. The origins and purposes of supported study in the Strathclyde Region are discussed, and a detailed description of the study centers is presented, including various models of supported study. Several issues related to the implementation of a supported study center are examined, and profiles are given of students who attend, and students who do not attend, the centers. Students, parents, administrators, teachers, and supported study coordinators completed questionnaires about the project, and excerpts from those questionnaires are included in this report. Several indicators of the project's success are outlined, including a growth in student self esteem, more positive attitudes toward school, and improved teacher-student relationships. The report concludes that supported study has been a highly successful initiative. (MM)

ED 362 280 PS 021 699

School-Community Compacts for Family Involvement in Education. Summary of a Working Conference (MESPA Education Center, Marlboro, Massachusetts, November 19, 1991). Publication No. 17037.

PUB DATE- 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Responsibility; Cooperative Planning; Educational Objectives; *Educational Planning; Educational Strategies; Elementary Education; *Family Involvement; *Family School Relationship; Models; *Needs Assessment; Parent Responsibility; *School Community Relationship; School Responsibility

In November 1991, teams of elementary school and community members from 11 communities in Massachusetts met to discuss the formation of compacts, or informal agreements describing educational goals and outlining responsibilities, to strengthen the role of families in education: this paper provides a summary of that conference. The first of five sections presents the agenda from the meeting, a directory of participants, a model compact worksheet, and a review of useful practices for involving families in education. The second part provides a composite of the teams' discussions within the framework of a model compact, including sections on goals with respect to family involvement, impediments and other issues concerning implementation, and the responsibilities and expectations of teachers, principals, the school administration, parent organizations, and community groups. Next, the third part reviews the specific goals and challenges identified by each of the 11 teams, and the fourth part presents a list of needs for information, materials, and technical assistance developed by the conference participants. The final section contains two additional items included in participants' packets: a concept paper by the Massachusetts Office of Community Education on the development of compacts and a vision statement endorsed by the school committee of each participating school system. (BCY)

ED 362 341 RC 019 292

Noley, Grayson
Educational Reform and American Indian Cultures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Oct 92
NOTE- 47p.; Paper commissioned for At-Risk Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Historical Materials (060)
DESCRIPTORS- Access to Education; *Acculturation; *American Indian Education; American Indian History; American Indians; Culture Conflict; *Educational Change; *Educational History; Elementary Secondary Education; *Federal Indian Relationship; Higher Education; Parent Participation; Teacher Education
IDENTIFIERS- Choctaw (Tribe); *Culture Based Education

For 500 years, European-Americans have attempted to change and assimilate American Indian peoples through various forms of education. Attempts by well-meaning groups to reform Indian education have generally ignored the cultural validation necessary for American Indian children to succeed in American schools. As a result, Indian children frequently are at risk of school failure. Organized in chronological order, this paper reviews historical efforts to acculturate American Indian peoples through education. The first section includes missionary education of Native Americans during the colonial period, Indian students at early institutions of higher education, missionary motivation and failure, and Choctaw development of their own school system offering bilingual and cultural education. The second section covers federal government responsibility for Indian education, coercive Bureau of Indian Affairs boarding schools that took Indian children from their families, the Meriam report criticizing such schools, the "progressive" notion of a common culture disseminated through public schooling, and relevant federal legislation from 1934 to 1975. The final section discusses potential educational reforms that Native peoples themselves are demonstrating or proposing. These reforms and efforts include Indian participation in educational decision making, parental involvement, tribal activities that honor educational achievement, recruitment of promising Indian students to higher education (particularly teacher education), programs to help Indian teacher aides to become teachers, and culturally relevant curriculum at all levels. Research needs related to American Indian education are discussed. (Contains 29 references.) (KS)

ED 362 008 FL 021 407

Many Voices. A Journal of New Settlers and Multicultural Education Issues, 1991-1993.

PUB DATE- May 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adults; Bilingual Education; Bilingualism; Cooperative Learning; *Cultural Differences; Cultural Pluralism; Curriculum Design; *English (Second Language); Females; Foreign Countries; Immigrants; Language Maintenance; Language Research; Minority Groups; *Multicultural Education; *Multilingualism; Peer Teaching; Refugees; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- New Zealand

This document consists of the first five issues (19 months) of a new journal providing an ongoing forum for the celebration of cultural diversity and an examination of the issues of concern to learners and teachers in multicultural schools and in classes for new migrants at the adult level. Objectives of the journal are: (1) to provide information and research relating to the teaching of English to speakers of other languages, to community language and bilingual teaching, and to first language maintenance; (2) to discuss cross-cultural issues in education; (3) to act as a forum for the exchange of practical ideas and experiences for teachers of English as a Second Language (ESL) and community language teaching; and (4) to provide a change for minority ethnic community members to express their views on issues of education and schooling. Among the many topics discussed in Numbers 1-5 are: current issues in language learning and teaching, curriculum for ESL learners, peer tutoring bilingual children in a cooperative learning classroom, women's role in promoting bilingualism, and refugee students with no previous schooling. (JP)

ED 362 029 FL 021 491

Mithun, Marianne

Preservation of North American Indian Languages.

PUB DATE- Jan 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Linguistic Society of America (67th, Los Angeles, CA, January 7-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; Bilingual Education; College Programs; Cooperation; Cultural Pluralism; Data Collection; Federal Legislation; Higher Education; *Language Maintenance; *Language Planning; *Language Research; Linguistics; Researchers; Research Methodology; Research Needs; *Social Responsibility; *Technical Assistance; Uncommonly Taught Languages

A discussion of the crisis in preservation of North American Indian languages looks at a variety of general and specific issues. First, it examines briefly current efforts by international organizations for maintenance of endangered languages worldwide. The discussion then turns to North American Indian languages, and particularly to three issues: (1) how to set priorities about which languages and varieties of languages to document, and the relationship between linguists and the community in this effort; (2) the kinds of cooperative projects that have been successful to date; and (3) the social and professional responsibility of the linguist, as a scientist and as a teacher of future researchers. The urgency of the problem is emphasized. (MSE)

ED 361 948 EC 302 416

Parent Handbook.
PUB DATE- 15 Mar 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Agency Cooperation; Children; *Delivery Systems; *Emotional Disturbances; *Human Services; *Normalization (Handicapped); Parent Participation; Placement; Residential Programs; Severe Disabilities; *State Programs; Therapy
IDENTIFIERS- *South Carolina

This handbook is intended to assist South Carolina parents of children with severe emotional disturbances as they participate in the state's "Continuum of Care" program, which attempts to provide community based treatment in the least restrictive environment for each client. The handbook begins with a letter from a parent of an autistic young adult, then goes on to discuss the importance of parents in the Continuum of Care program and to describe the program as state-funded effort to keep the child in his/her own home while providing needed services. A question and answer section addresses such concerns as: how the Continuum of Care program is different from other agencies; the role of the service coordinator; the Total Service Plan (TSP); the TSP meeting; closing of a case; placement outside the home; and parental financial responsibilities. The next section briefly describes the four services available under the program: (1) educational services, (2) treatment services, (3) residential services, and (4) support services. The final section describes eight South Carolina agencies with which the Continuum of Care program works, including the Departments of Social Services, Mental Health, Youth Services, Vocational Rehabilitation, Education, and Mental Retardation. Locations of program offices and names of major personnel conclude the handbook. (DB)

ED 361 967 EC 302 437

Maternal and Child Health Research Program: Active Projects FY 1990 and FY 1991.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.

PUB DATE- 93

NOTE- 264p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Child Health; *Congenital Impairments; Epidemiology; Federal Aid; Federal Programs; Financial Support; Health Services; Infants; Medicine; *Perinatal Influences; *Pregnancy; Prenatal Influences; Psychology; Research and Development; *Research Projects; Toddlers; Young Children

This publication presents information for each of the 60 research projects active under the support of the Maternal and Child Health Research Program (MCHRP) in Fiscal Years 1990 and 1991. The variety of research topics and objectives pursued by the 60 investigations mirrors the broad mandate of the MCHRP as well as the eclectic and multidisciplinary approaches historically used by the Maternal and Child Health Bureau. The projects focus on applied research in the areas of medicine, health services, psychology, and epidemiology. The publication is divided into two sections--new and continuation projects. Information for each research project generally includes the grantee, investigator, project period, costs, statement of the problem, research questions or hypotheses, study design and methods, population description and sampling plan, analysis plan, and (for new projects only) pre-award evaluation information. A grantee index and project index conclude the document. (JDD)

ED 362 051 FL 021 518

Ytsma, Jehannes
Frisian Diminutive Formation among Frisian and Dutch Primary School Children.

PUB DATE- Sep 92
NOTE- 22p.; Paper presented at the International Conference on Maintenance and Loss of Minority Languages (Noordwijkerhout, the Netherlands, September 1-4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Dutch; Elementary Education; Elementary School Students; Foreign Countries; Grade 5; Grade 8; Language Acquisition; Language Attitudes; Oral Language; Second Language Learning; *Suffixes; Uncommonly Taught Languages
IDENTIFIERS- Diminutives; *Frisian; Language Contact

A mounting degree of language contact between the linguistically related varieties of Frisian and Dutch might undermine the structural integrity of Frisian. Focusing on the suffixation paradigm, this study explores how and to what extent this is occurring. Data gathered for this research is part of a larger project concerning Frisian as a first and second language among primary school children (Ytsma, 1991). Subjects were 208 students in grade 5 and 202 students in grade 8; 202 were Frisian-speaking and 208 spoke Dutch at home. Schools were categorized according to language environment, or language contact situations. Subjects completed an oral elicitation test that examined diminutive formation, and questionnaires measuring language attitudes and motivation. Findings support the argument that the Frisian children achieve reasonably well on the diminutive formation test. The oldest Frisian children (grade 8) perform slightly better than those in grade 5. The Dutch children applied the Frisian diminutive forms with great difficulty and the variability of their test scores is relatively high. Dutch children in the most prominent Frisian language environment generally achieved better than those in less Frisian environments. Dutch children generally displayed a fairly negative attitude toward Frisian and were poorly motivated to learn the language. (Contains 37 references.) (JP)

ED 362 091 HE 026 699

Student Loans: Default Rates at Historically Black Colleges and Universities. Fact Sheet for the Honorable Paul Simon, U.S. Senate.

PUB DATE- Aug 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Black Colleges; Educational Finance; *Eligibility; *Federal Programs; Higher Education; Incidence; *Loan Default; Statistical Analysis; *Student Financial Aid
IDENTIFIERS- Default Analysis; *Family Education Loan Program; *Guaranteed Student Loan Program

This report looks at information on federally guaranteed student loans and loan defaults for students attending Historically Black Colleges and Universities (HBCUs) and how the application of federal default rate thresholds to HBCUs beginning in July 1994 might affect their participation in federal student aid programs. The July 1994 thresholds may bar postsecondary institutions with high default rates from continuing to participate in various federal student financial aid programs. The study used a list of HBCUs and loan and default data for fiscal years 1987-91 from the Federal Family Education Loans (FFEL) program. To estimate the number of HBCUs that could become ineligible in fiscal year 1994 at varying default rate thresholds, the study used cohort default rates for fiscal year 1988-90. The analysis found that of the $13.5 billion in FFELs made in fiscal year 1991, less than 3 percent went to students attending HBCUs. If HBCU cohort default rates remain the same for the future as they were for 1988-90 (about 23 percent), about 33 of the 105 HBCUs will lose their FFEL eligibility in fiscal year 1994 and as many as 62 of the HBCUs could be subject to a state review. The 33 HBCUs accounted for about 12 percent of HBCU loan volume in fiscal year 1991. (JB)

ED 362 168 IR 016 324

Jakobsdottir, Solveig; Krey, Cynthia L.
Different Computer Graphics for Girls and Boys? Preliminary Design Guidelines.
PUB DATE- Jan 93
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Color; *Computer Graphics; *Computer Software Development; *Courseware; *Design Preferences; Dimensional Preference; Elementary Secondary Education; Guidelines; Motion; Motivation; Preschool Education; Research Needs; *Sex Differences; Use Studies

A gender gap between boys and girls has been reported in computer usage. Graphics may play a role in bridging that gap because of their motivational value. The literature reports gender differences regarding graphic content, color, detail, size, and movement. Based on these findings, preliminary design guidelines for graphics in computer-based instructional materials to increase attention and invoke interest of both sexes are proposed. Cross-cultural and age differences need to be examined, and the validity of the preliminary guidelines tested to develop operational guidelines. (Contains 22 references.) (KRN)

ED 362 188 IR 016 344

Morlan, John E.; Lu, Mei-Yan
A Survey of Media and Instructional Technology Competencies Needed by Business, Industry, Health Professions, Agencies, Military Trainers, and Independent Contractors in Northern California, USA.
PUB DATE- Jan 93
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Competency Based Education; *Curriculum Development; Demography; *Educational Technology; *Education Work Relationship; Higher Education; *Instructional Design; Interpersonal Relationship; Job Skills; Mail Surveys; Management Development; Professional Personnel; *Professional Training; Relevance (Education); Tables (Data)
IDENTIFIERS- California (North)

To determine whether professionals in business, industry, health professions, agencies, and the military are receiving the training they need to work as instructional designers and trainers, a 54-item survey was prepared based on competencies perceived necessary by a group of university professors. Items ranged from basic demographic data to the skills required by the respondent's job. Of the 267 survey instruments mailed to professional personnel, 66 usable surveys were returned. Percentages of professionals who considered each item a priority are summarized in table form. A comparison of university curricula with the data indicates that many university curricula need to be examined and revised to meet the needs of professional trainers and instructional designers. Many of the identified gaps could be filled by including courses in areas dealing with human relationships and overseeing projects or programs. The survey is included, and responses are summarized in one lengthy table. (SLD)

ED 362 224 JC 930 444

Daughtry-Brian, Leslie; And Others
Creating a Multicomponent Tutorial Center, Cross-Training of Faculty, and Upgrading the Developmental Program at a Two-Year Private Business College.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Business Education; Business Education Teachers; Counseling Services; *Developmental Studies Programs; *Educationally Disadvantaged; Inservice Teacher Education; Learning Resources Centers; Private Colleges; *Program Development; Program Effectiveness; *Remedial Programs; *School Holding Power; *Tutorial Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Peirce Junior College PA

The Department of Developmental Education (DDE) at Peirce Junior College (PJC) in Philadelphia, Pennsylvania, serves a student population that is 56% minority, 85% first-generation college students, and 80% academically underprepared. In an effort to improve academic and counseling services to PJC's educationally disadvantaged students, a tutorial center was established as an integral part of the DDE, combining academic advising, tutoring, and non-academic counseling. To ensure use of the center, all students placed into developmental courses were required to receive 10 or more tutorials at the center. The new tutoring center extended services to groups previously unable to receive tutoring at PJC, including foreign students and students enrolled in evening and Saturday classes. The DDE also made improvements in the instruments and systems used for testing and placement of students in remedial writing and mathematics courses, and helped develop standardized syllabi for developmental courses. Using pre- and post-tests, as well as grades, a group of students were tracked to determine the impact of using the new tutorial center. Developmental students who received grades of "A" had visited the tutorial center an average of 4.27 times, compared to students receiving grades of "C," who averaged only 1.37 tutorials. In the 1992-93 academic year, over 49% of the student body at PJC utilized tutoring services, compared with only 9% for the previous year. To ensure joint ownership of the program, developmental instructors attended monthly meetings and participated in discussions regarding the selection of texts and grading systems to be used. (PAA)

ED 362 300 PS 021 738

McLean, Deborah L.
Perceptions of Change: The Impact of Inservice Training on Caregiver-Teachers and Children.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Classroom Techniques; Cognitive Ability; Day Care; *Inservice Teacher Education; *Outcomes of Education; *Preschool Children; Preschool Education; School Age Day Care; *Teacher Improvement; Teaching Methods; *Training Objectives; Urban Education

To determine the effects of teacher training on day caregivers' instructional methods and to examine children's learning behaviors during training, a study was conducted of 5 African-American caregivers and 60 children from low income families in an urban day care center. The caregivers participated over a 2-year period in the W. E. Think training program, which emphasizes developmentally appropriate practices and concrete experiences for children and involved 2-way feedback, active participation by caregivers as trainers, individual conferences, and mentoring. Qualitative data for the study were collected via participant observations, interviews, and videotapes, while quantitative data on children's cognitive performance were gathered 1 year into the study and again at the end of the project. With respect to caregiver outcomes, the training resulted in improved lesson planning, the use of child-centered instructional strategies, and the use of materials and activities that conformed more to developmentally appropriate practices than before the training. Outcomes for the children included improved verbal and social interactions, cooperation, motivation, independence, and self-esteem. In addition, significant improvements were found in children's cognitive development. (Recommendations for teacher training and 42 references are included.) (BCY)

ED 362 321 PS 021 799

Gifford, M. S.
Resources for School Age Child Care.
PUB DATE- Mar 93
NOTE- 6p.; Paper presented at the Southern Early Childhood Association Conference (Biloxi, MS, March 23-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Educational Resources; Elementary Education; *Information Sources; *Resource Materials; *School Age Day Care
IDENTIFIERS- National School Age Child Care Alliance

This paper discusses the activities of the National School-Age Child Care Alliance (NSACCA). A definition of school-age child care is followed by a discussion of the purpose of the NSACCA, which is to advocate and support the development and expansion of quality, affordable, and accessible child care for school-age children. The information sources provided in the paper are divided by format: conferences, such as the annual NSACCA Conference; and publications, such as the NSACCA newsletter titled "School-Age Notes, The Newsletter for School-Age Care Professionals," which provides a wealth of information on current events in the school-age care field, comments on important issues and includes activity suggestions as well as lists of resources. A list of activity, behavior management, and administrative resources and publications, available from School-Age Notes, is provided. (MDM)

ED 362 378 SE 052 661

Chemicals, Health, Environment, and Me.
PUB DATE- 90
NOTE- 129p.; Part of the Chemical Education for Public Understanding Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Elementary School Students; Environmental Education; Experiential Learning; Health Education; Intermediate Grades; *Science Activities; *Science and Society; *Science Curriculum; *Science Instruction; Science Materials
IDENTIFIERS- Science Process Skills

The CHEM (Chemicals, Health, Environment, and Me) Project is a series of 10 units designed to provide experiences for fifth and sixth graders that help them to accomplish an understanding of: (1) the nature of chemicals and how they interact with the environment; (2) how to collect, process, and analyze information; (3) how to use scientific evidence as a basis for life-style oriented decisions; and (4) how studying science and mathematics can be a productive and relevant part of their lives. The CHEM program consists of a printed Teacher's Guide which includes blackline masters of all recommended student activity sheets and a complete materials and equipment list. Units include: (1) Everyday Chemicals; (2) The Inside Story; (3) My Sweet Tooth; (4) What is a Threshold?; (5) Smoking and My Health; (6) Mystery Spill; (7) The Hazardous Home; (8) Trash or Cash; (9) Carbon Dioxide and Me; and (10) CHEM Chronicle. (PR)

ED 362 400   SE 053 673

Moffat, Nancy; And Others
Girls and Science Careers: Positive Attitudes Are Not Enough.
PUB DATE- 92
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Career Education; Classroom Research; *Cooperative Learning; Elementary School Science; Elementary School Students; Elementary Secondary Education; Females; Role Models; *Science Careers; *Science Education; Secondary School Science; Secondary School Students; *Sex Differences; Student Attitudes; *Student Centered Curriculum; Teaching Methods

The question of why so few women enter scientific fields of study is important to American society. This paper examines two questions concerning the career aspirations of students: (1) What attitudes do students have about science and careers in science? and (2) How do variables such as classroom structure, grade level, gender, peer influence, parents, and role models affect these attitudes? A classroom structure method assessment was given to 40 classes, 10 from each of the following grades: 2, 5, 8, and 11. From these classes, two distinct types of classroom structures at each grade level (16 classrooms) were selected and these students were given a measure of Individual Versus Group Attitudes Towards Science (n=408). Approximately 10 students from each group were interviewed and given open-ended sentence completion tests. Two types of classroom structures emerged: cooperative student-centered and competitive teacher-centered. Students who expressed interest in science careers in the interviews could name specific adult role models who sparked an interest in science for them. Student attitude towards science decreased with increasing grade. One of the most serious implications from the data is that so many students are relatively unclear about career options in science. Early career development may be especially critical for females, who frequently correlated taking future math and science courses only with a decision to pursue a career in science. (PR)

ED 362 030 FL 021 493

Hammerly, Hector
Fluency and Accuracy: Toward Balance in Language Teaching and Learning. Multilingual Matters 73.
PUB DATE- 91

NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Educational Research; Educational Trends; English (Second Language); Error Analysis (Language); Error Correction; Foreign Countries; *Grammar; Higher Education; Interlanguage; *Language Fluency; Language Proficiency; Language Research; Language Role; Learning Theories; *Mastery Learning; Second Language Instruction; Second Language Learning; *Second Languages; Standardized Tests; Teaching Methods; Test Results; *Theory Practice Relationship; Transfer of Training
IDENTIFIERS- *Accuracy

The book outlines, for second language teachers, how students can be helped to attain both fluency and a high level of accuracy. It explores language learning theory and research and a variety of classroom instruction issues and techniques. The discussion begins with an overview of theories, models, and methods of classroom language learning and teaching. The currently popular "communicative classroom" approach is criticized for its lax attitudes toward linguistic errors, and language teaching "fads" are examined. The second section offers perspectives on language transfer, interlanguage, student errors, surface and deep error correction, and the role of native language in second language instruction. Subsequently, several proposals and suggestions for classroom methodology are offered. These include: an examination of assumptions behind and procedures for a method based on cumulative mastery theory; the distinction between English as a local language and as a "remote" language, and instructional implications; more effective integration of human and material teaching resources; and development of grammars that are more appropriate for teaching than the current theory-oriented grammars. Appended materials include data on the effectiveness of the cumulative mastery method in two colleges, and a plea for further research on second language teaching. Contains 92 references. (MSE)

ED 362 073 FL 021 586

Rivera, Charlene; LaCelle-Peterson, Mark
Will the National Education Goals Improve the Progress of English Language Learners? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Demography; *Educational Objectives; Elementary Secondary Education; *English (Second Language); *High School Graduates; *Staff Development; Standards; *Student Evaluation; Teacher Education
IDENTIFIERS- ERIC Digests; *National Education Goals 1990

The concern for the economic vitality and international standing of the United States has fueled a school reform movement focused on improving the qualities and outcomes of schooling, all of which have led to the establishment of six National Education Goals to be attained by the year 2000. Because none of the Goals addresses English language learners (ELLs) directly, this digest examines how instruction and assessment practices must improve if ELLs are to accompany their peers in meeting Goals 1-4, which include: (1) school readiness, (2) high school completion, (3) and (4) academic achievement. If all students are to achieve the ambitious National Education Goals, the following four points must be considered: student demographic trends should affect program design and instruction; all teacher preparatory programs should include information and experience in teaching ELLs; the same standards must guide the instruction of all students, including ELLs; and assessment systems must be sufficiently flexible to allow students to demonstrate academic knowledge through different linguistic modes, including oral presentations. (AB)

ED 362 260 PS 021 636

Bourdette, Mary; And Others
Charting the New Course: An Urgent Call...For a National Plan for Children and Their Families.

SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Health; *Child Welfare; Early Intervention; *Family Programs; Federal Aid; *Federal Government; Federal Programs; Government Role; National Programs; *Policy Formation; Program Implementation; *Public Policy; *Social Services

Designed to help political leaders plan and organize a systematic set of government initiatives and policies to improve the quality of life for American families, this document provides a blueprint for mounting a comprehensive effort in support of America's children and their families. The document begins by outlining the need for a national plan, followed by a blueprint for developing and implementing such a plan. The plan focuses on 3 areas: (1) a positive and encompassing vision of what the future should hold for children and families; (2) 10 guiding principles for the provision and delivery of government support for children and their families; and (3) 6 critical steps that comprise a successful implementation strategy, including preparation of a national children's agenda. The document provides a basis for urging political leaders to establish the suggested plan in order to eradicate the inequities faced by America's children and their families. (MM)

ED 362 360 RC 019 327

Gabbard, Susan; Goldring, Luin
The Occupational Mobility of Current and Former Farm Workers: A Comparative Analysis in Two California Labor Markets. California Agricultural Studies, 91-3.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jul 91
NOTE- 52p.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Demography; *Educational Attainment; *Farm Labor; *Immigrants; Labor Market; Mexican Americans; Mexicans; Migrant Workers; Occupational Information; *Occupational Mobility; Occupational Surveys; Undocumented Immigrants
IDENTIFIERS- *California; *Immigration Reform and Control Act 1986
This report examines the occupational mobility of agricultural workers in two California labor markets and the effects of the Immigration Reform and Control Act and individual, job, and labor-market characteristics on such mobility. Interviews were conducted among a randomly selected sample of 162 households, which included 401 workers in southern California and 156 workers in Watsonville (northern California). In both sites farm workers tended to be young Mexican males with low levels of education. Mobility out of agriculture was much higher in southern than northern California, possibly because the demand for farm labor is diminishing in southern California and there is a larger discrepancy in benefits and working conditions between farm and nonfarm sectors. Workers with more education (particularly U.S. education) and female workers were more likely to leave farm work or to bypass agriculture entirely, compared to less educated or male workers. There was no relationship between legal status of the worker and the decision to leave farm work, nor was legal status a barrier to nonfarm employment. This report contains many descriptive tables. (LP)

Center for Gifted Education, Five Year Report: 1988-1992.
PUB DATE- 93
NOTE- 28p.; A product of the Center for Gifted Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Elementary Secondary Education; *Gifted; *Graduate Study; Higher Education; *Learning Laboratories; Parent Education; Program Development; *Research and Development Centers; Special Education; Special Schools; Undergraduate Study
IDENTIFIERS- *Center for Gifted Education VA; College of William and Mary VA

The Center for Gifted Education at the College of William and Mary in Williamsburg, Virginia, was established as a national center for the study and teaching of gifted children. It is one of only six centers in North America that offer the broadest scope of programs and services to diverse audiences that include graduate students, undergraduates, university faculty, public and private schools, precollegiate learners, parents, and the community. This report describes the Center's philosophy concerning student identification, programming, curriculum and instruction, and research. A mission statement is presented. The Center's three major emphases are discussed: (1) graduate education; (2) research and development; and (3) a learning laboratory for precollegiate learners, their families, and schools. Future directions for the Center are outlined. Funding sources and numbers of learners served are noted. Biographies of faculty and staff are presented, along with a list of Advisory Board members. A list of 22 Center for Gifted Education publications is provided. (JDD)

ED 361 988 EC 302 459

Kaufman, Melvin E.; And Others

A Study of Irritating Behaviors of Special Education Teachers.

PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary School Teachers; Elementary Secondary Education; Expectation; Mainstreaming; Recordkeeping; *Regular and Special Education Relationship; Secondary School Teachers; *Special Education Teachers; *Teacher Attitudes; *Teacher Behavior; Teacher Role

In this study 83 regular class teachers (RCTs) evaluated potentially irritating behaviors of special educators. In addition 64 special educators also attempted to predict these ratings using a parallel instrument. Results indicated that RCTs' ratings of special educators' irritating behaviors were lower than predicted by the special educators indicating that special educators predicted the behaviors to be significantly more irritating than they actually were as rated by the regular educators. The five most irritating behaviors of special educators as rated by the regular teachers were: (1) requiring regular teachers to engage in excessive record keeping; (2) having unrealistic expectations regarding the modifications regular teachers can make; (3) being too isolated from the rest of the faculty; (4) not providing enough assistance to regular teachers; and (5) only being concerned about their own students' problems. The survey is attached. (DB)

ED 362 009 FL 021 408

Baker, Keith; Rossell, Christine
Blinded by Theory in the Search for Effective Programs for LEP
  Students: A Call for Testing New Research Hypotheses.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Atlanta, GA, April 12-16,
  1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Bilingual Education; Educational Strategies;
  Educational Theories; Elementary Secondary Education; *English
  (Second Language); *Language of Instruction; Learning Theories;
  *Limited English Speaking; Native Language Instruction; Program
  Effectiveness; Second Language Learning; Teacher
  Qualifications; Teacher Role; *Time Factors (Learning);
  *Transitional Programs

The value of transitional bilingual education (TBE) is discussed in the context of two competing theories of second language learning: (1) first language (L1) knowledge facilitates second language (L2) learning, and (2) the best way to learn English is to maximize time spent using it. First, the facilitation theory is examined in light of recent research and found to be flawed. Two significant national studies are shown to have findings contradicting it. The English time-on-task theory is then explored and found lacking, with evidence drawn from the same two studies. It is argued that the theory fails because it does not consider important mediating variables in program effectiveness. A third study is cited, one that suggests some variables explaining the success of TBE with less English-language time-on-task, including nature of time spent in an English language environment and psychological effects of providing some respite between exposures to the target language. Two new hypotheses are proposed, to be tested by research. The hypotheses are: (1) native language instruction should be minimal and used only in early instruction, and (2) teachers who are familiar with but not fluent in the child's native language are better teachers of limited-English-proficient students. In addition, a new experimental design is recommended. (MSE)

ED 362 112   HE 026 720

Klasek, Charles B., Ed.; And Others
Bridges to the Future: Strategies for Internationalizing Higher Education.
PUB DATE- Nov 92
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Colleges; College Administration; College Faculty; Curriculum Development; Definitions; Educational Environment; Foreign Students; *Higher Education; Intercollegiate Cooperation; *International Education; International Educational Exchange; International Programs; International Studies; *Program Administration; Public Service; School Business Relationship; Study Abroad

This book offers 13 papers on the creation, development, and enhancement of international programs in colleges and universities. Following a preface by Charles B. Klasek and a list of contributors, the papers are: (1) "Administration of International Education" (Tannaz Rahman and LaMarr Kopp); (2) "Foreign Students and Scholars" (Ann Kuhlman); (3) "Implementation of International Competence Strategies: Faculty" (Holly M. Carter); (4) "Internationalization of the Curriculum" (Maurice Harari); (5) "Education Abroad and International Exchange" (Marian Aitches and Tom Hoemeke); (6) "International Education: Public Service and Outreach" (Mary Anne Flournoy); (7) "Inter-Institutional Cooperation Guidelines and Agreements" (Charles B. Klasek); (8) "Technical and Educational Development" (Eunice P. French); (9) "The Private Sector/Educational Partnership for International Competence" (Brian J. Garavalia); (10) "The Process of Internationalization at Minority Institutions" (Joseph L. Overton); (11) "Developing a Strategy for Internationalization in Universities: Towards a Conceptual Framework" (John L Davies); (12) "The Need for a Definition of International Education in U.S. Universities" (Stephen Arum and Jack Van de Water); and (13) "University Ethos: The Spark, The Flame, The Fire" (Charles B. Klasek). Reference lists follow each paper. (JB)

ED 362 149 IR 016 305

Aust, Ronald
Wide-Area Network Resources for Teacher Education.

PUB DATE- Jan 93
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Networks; Elementary School Teachers; Elementary Secondary Education; Federal Legislation; Higher Education; *Information Networks; *Information Sources; Program Administration; Program Implementation; Secondary School Teachers; *Teacher Education; Teacher Participation; Telecommunications; User Needs (Information)
IDENTIFIERS- High Performance Computing Act 1991; Internet; *National Research and Education Network; Network Access Procedures; Network Interfaces; Unified Network of Informatics in Teacher Educ; *Wide Area Networks

A central feature of the High Performance Computing Act of 1991 is the establishment of a National Research and Education Network (NREN). The level of access that teachers and teacher educators will need to benefit from the NREN and the types of network resources that are most useful for educators are explored, along with design issues that are crucial for implementing networking in the schools. Some of the factors that must be considered have been identified from the experience of the Unified Network for Informatics in Teacher Education (UNITE) networking project implemented in Kansas. The following desirable features are suggested by the UNITE experience: (1) realistic management of expectations; (2) establishing local links to wide-area networks; (3) wide-area network services, such as the INTERNET; (4) wide-area network interfaces for teacher education; (5) dynamic resources that are published for the community; and (6) attention to social and administrative considerations. Three figures illustrate the discussion. (Contains 14 references.) (SLD)

ED 362 242   JC 930 468

Prager, Carolyn, Ed.
Accreditation of the Two-Year College. New Directions for Community Colleges, Number 83, Fall 1993.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; Cost Effectiveness; *Educational Quality; *Institutional Evaluation; Institutional Research; Leadership Responsibility; School Effectiveness; Two Year Colleges; Two Year College Students

Intended as a forum for the discussion of postsecondary accreditation, this book addresses pragmatic issues such as constituent satisfaction, cost, and redundant efforts, as well as such strategic concerns as accreditation's potential to provide leadership in the areas of transfer, articulation, and general education. The following 10 chapters are included: (1) "Regional Accreditation and Two-Year Colleges," by Robert S. Palinchak; (2) "Accreditation and Two-Year Branch Campuses," by Corrinne A. Caldwell and Lawrence S. Cote; (3) "The Role of Accreditation and General Education in Career Curricula," by Carolyn Prager; (4) "Cost-Benefit Analyses of Accreditation," by Charles R. Reidlinger and Carolyn Prager; (5) "Institutional Accreditation, Student Outcomes Assessment, and the Open-Ended Institution," by James C. Palmer; (6) "The President's Role in Building Internal Consensus for Accreditation," by Evan S. Dobelle; (7) "The Impact of Accreditation on Small Colleges," by Eduardo J. Marti; (8) "After Accreditation: How To Institutionalize Outcomes-Based Assessment," by G. Jeremiah Ryan; (9) "Accreditation and the Community College: Challenges and Opportunities," by Howard L. Simmons; and (10) "Sources and Information: Accreditation and the Community College," by David Deckelbaum. (MAB)

ED 362 281 PS 021 700

Stoddart, Rebecca M.
Social Cognitive Skills, Social Adjustment and Perceived Competence in Maltreated Preschoolers.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Bias; *Child Abuse; Child Behavior; Childhood Attitudes; Comparative Analysis; Interpersonal Competence; Peer Relationship; *Preschool Children; Preschool Education; Psychological Characteristics; *Self Esteem; *Social Adjustment; *Social Cognition
IDENTIFIERS- Negative Affect

This study investigated the social cognitive abilities, social adjustment, and self-esteem of maltreated preschoolers and those at risk for abuse. Subjects were 12 maltreated children, 22 children at risk for abuse, and 22 control children. Children completed the Social Problem Solving Test--Revised, a test of Attributed Intentions and Aggressive Response Bias, and the Pictorial Scale of Perceived Competence in Preschoolers (PSPCP). Parents competed the Achenbach Child Behavior Checklist (CBCL). Analysis revealed that abused children were significantly more negative in their attributions about a peer's intentions, and were more aggressive in their response bias than at-risk and control group children. Abused children also had higher aggression and peer rejection scores on the CBCL than at-risk or control children. Abused and at-risk children were less flexible in solving friendship stories, and generated fewer relevant solutions than control children, although these differences were not significant. Significant intercorrelations were found between children's self-ratings on the PSPCP and social problem solving, and social adjustment measures. (MM)

ED 361 949 EC 302 417

Joyner, Isaac; And Others
Service Development Plan. Fiscal Year 1993-1994.

PUB DATE- Jul 92
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Agency Cooperation; Children; Community Services; Demography; *Emotional Disturbances; Individualized Programs; *Long Range Planning; Needs Assessment; Program Budgeting; *Program Development; Severe Disabilities; *State Programs
IDENTIFIERS- *South Carolina

This monograph presents long-range plans of South Carolina's "Continuum of Care for Emotionally Disturbed Children" program, which provides community based services to children and adolescents with severe disturbances, through coordination and utilization of public, private, and individual services. An executive summary notes that 323 such clients were receiving services from the Continuum of Care in 1992; it also notes that individualized therapeutic services resulted from over 1400 contracts negotiated in 1992 and highlights activities to evaluate current and potential service accessibility. Other sections of the monograph provide: (1) a review of client demographic and disability characteristics; (2) an assessment of the needs of current clients; (3) a review of client progress and change; (4) a review of services provided by other agencies and the likelihood of additional service provision to severely emotionally disturbed children; (5) a review of long-term environmental trends likely to impact this population and the Continuum in the coming decade; (6) a review of services provided by the Continuum through program and individual contracts; (7) a summary of the Continuum's Fiscal Year 1992-93 budget; and (8) a series of proposed budgets and detailed budget priorities for increases presented in regional and statewide aggregate formats. Appendices include the text of the program's statutory authority; a map of Continuum of Care regions; the Continuum's mission statement; basic tenets of the Continuum; a statement of principles; definitions of the array of services provided; and a client progress survey form. (DB)

ED 362 092 HE 026 700

College and University Racial/Ethnic Distribution of Enrollment: New York State Fall 1991.

PUB DATE- 91
NOTE- 23p.; For the 1990 report, see ED 345 613.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Asian Americans; Blacks; College Freshmen; College Students; *Enrollment; *Ethnic Groups; Foreign Students; Graduate Students; *Higher Education; Hispanic Americans; Minority Groups; Private Colleges; Proprietary Schools; Tables (Data); Whites
IDENTIFIERS- City University of New York; *New York; State University of New York

This report presents eight tables of enrollment data on college and university racial and ethnic distribution for New York State in Fall 1991. The data summaries were obtained from the 1991-92 Higher Education Data System Survey form "Enrollment by Racial/Ethnic Status, Fall 1991." Table 1 shows enrollment in institutions of higher education by racial/ethnic category, level of student and gender. Tables 2, 3, 4, 5, and 6 show enrollment in institutions by racial/ethnic category, level of student and gender for public institutions, State University of New York institutions, City University of New York institutions, independent institutions, and proprietary institutions, respectively. Table 7 shows undergraduate enrollment by sector, institutional level, racial/ethnic category, and attendance status. Table 8 contains information on enrollment of first-time freshmen in institutions of higher education by racial/ethnic category, sector and attendance status. The document defines and uses the following racial/ethnic categories: Nonresident Alien; Black, Non-Hispanic; American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; and White, Non-Hispanic. (JB)

ED 362 130 HE 026 738

Fishwick, Wilfred, Ed.
Structures of Technological Education and Contributing Social Factors.
PUB DATE- 88
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Case Studies; Continuing Education; Distance Education; *Educational History; Engineering Education; Foreign Countries; Higher Education; *Social Influences; Sociocultural Patterns; *Technical Education; Work Study Programs
IDENTIFIERS- Canada; Japan; Pakistan; Scotland; Venezuela

This book presents five case studies on the development of post-secondary engineering education in Canada, Japan, Venezuela, Pakistan, and Scotland. An introduction to the case studies take a long, historical and sociological look at the development of technical education and in particular reviews the industrial revolution and education, and the earliest institutions specifically devoted to technical education. A discussion of recent developments touches on cooperative education and training, continuing education, and distance learning, and concludes that despite the many changes and innovations that are sure to occur, there will probably not be any one superior system of technological education that will be discovered and used by all. The case studies are as follows: (1) "The Education and Practice of Engineers and Technologists in Canada" (Glenn A. Morris); (2) "Technological Education in Japan" (Lawrence P. Grayson); (3) "Engineering and Technical Education in Pakistan" (Mohammad Authaulah); (4) "Engineering and Technical Education in the United Kingdom--The Early Years and Subsequent Developments in Scotland" (James Murray and Wilfred Fishwick); and (5) "A Critical Review of the Development, the Problems and the Future of Technological Education in Venezuela" (Edgar R. Yajure). The introduction, and the studies on Canada, Japan, and Venezuela each cite several references. (JB)

ED 362 169 IR 016 325

Jo, Miheon Lee
Hints and Learner Control for Metacognitive Strategies in Problem Solving.
PUB DATE- Jan 93
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; *Instructional Design; *Learner Controlled Instruction; *Learning Strategies; *Metacognition; *Problem Solving; Transfer of Training; User Needs (Information)
IDENTIFIERS- *Hinting; Self Regulation

Two types of instructional design strategies, hints and learner control, that can be used to enhance metacognitive strategies in problem solving, are discussed. Metacognition refers to the active monitoring and consequent self-regulation for which one's own mental activities become the objects of reflection. Hints provide guidance that can lead learners to the correct solution, as they provide information, the stimulus for accurate problem solving, and cognitive support. Learner control provides learners with opportunities to analyze their own comprehension and needs and to use instructional components according to analyzed needs. The metacognitive strategies acquired through instruction supported by hints and learner control may be those that are transferred to other contexts and facilitate further learning activities. As learners increase their confidence, they may attempt to modify and improve their own metacognitive strategies even when they are not required. (Contains 21 references.) (SLD)

ED 362 189 IR 016 345

Murphy, Karen L.; Farr, Charlotte W.

The Critical Role of the ID in Interactive Television: The Value of Immediacy.

PUB DATE- Jan 93

NOTE- 12p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication (Thought Transfer); Curriculum Development; *Distance Education; Educational Technology; *Educational Television; Elementary Secondary Education; *Faculty Development; Higher Education; *Instructional Design; *Interactive Video; Interpersonal Relationship

IDENTIFIERS- *ID Expert; *Immediacy; Technological Infrastructure

The instructional designer (ID) plays a critical role in the development and viability of each course taught at a distance, particularly in the incorporation of immediacy behaviors, or communication behaviors that convey approachability and communicate interpersonal warmth and closeness. Faculty development must be fostered to encourage immediacy behaviors for the distance instructor. Immediacy must be part of the infrastructure that provides the interactive television system, and IDs must be involved in establishing the infrastructure. The attributes of the technology must be clearly recognized by IDs so that they can be used to their greatest advantage. The ID also must consider the people-related issues, whether they involve students or faculty. Faculty development provides the opportunity for distance education instructors to learn to exploit the attributes of video conference technologies and to practice using the technology. (Contains 9 references.) (SLD)

ED 362 207 IR 016 363

Talab, R. S.; Newhouse, Bob

Self Efficacy, Performance Variables and Distance Learning Facilitator Technology Adoption: Support for the Teacher Needs Hierarchy.

PUB DATE- Jan 93

NOTE- 21p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Distance Education; *Educational Technology; Faculty College Relationship; Higher Education; High Schools; Introductory Courses; *Performance; Principals; Questionnaires; *Secondary School Teachers; Second Language Instruction; *Self Efficacy; Spanish; Tables (Data); Technological Advancement; Telephone Surveys

IDENTIFIERS- *Facilitators; Kansas State University; Teacher Needs; *Teacher Partnerships

Self-efficacy and performance variables and technology adoption for secondary distance learning facilitators were studied. Subjects were 107 high school teachers who served as distance facilitators for an introductory Spanish course delivered from Kansas State University to 9 states (Alabama, Colorado, Kansas, Missouri, Mississippi, Montana, Oklahoma, Tennessee, and West Virginia). The distance facilitator is a teaching partner in the satellite locations who is required to learn Spanish along with the students. A survey was developed to measure self-efficacy, performance, and adoption of technology. Questionnaires were completed by 89 teaching partners, and telephone surveys were conducted with 32 principals. Teaching partners were found to be high vesters and low vesters. High vesters differ in their commitment, role effectiveness, and responsiveness to new technology; and they believe in their abilities to design instruction using new technology as a result of being distance facilitators. With the rapid growth of distance education, it is essential that a theory base be constructed in order to better serve the learning constituency. One figure and six tables present study findings. (Contains 43 references.) (SLD)

ED 362 301 PS 021 739

Kraizer, Sherryll; And Others
Reach & Challenge: Evaluating the Effectiveness of Programs for At-Risk Youth.

PUB DATE- May 93
NOTE- 12p.; Previously published in "Creating the Quality School: Selected Readings." University of Oklahoma, May, 1993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Child Abuse; Curriculum Development; *Early Intervention; Elementary School Students; Elementary Secondary Education; Evaluation Methods; *Outcomes of Education; Parent Child Relationship; *Prevention; Program Effectiveness; Program Evaluation; Role Playing; *Self Esteem; Student Behavior; Teacher Attitudes

The CHALLENGE program was designed to increase elementary school children's likelihood of reaching their potential in an at-risk environment and, ultimately, to decrease the rate of their victimization or social and personal disfunction. The CHALLENGE curriculum focuses on increasing children's ability to think, solve problems, make effective decisions and choices, communicate, assert themselves, manage personal behavior and choices, develop support networks, develop self-esteem, take personal responsibility for actions and behavior, and set and work toward goals. Two of the four schools involved in the CHALLENGE pilot test received a child abuse prevention curriculum, the Safe Child Program (SCP), the previous year. Role playing was used to measure behavioral change, and tests of knowledge and attitudes, self-esteem, and locus of control were administered. The study sample included 53 boys and 54 girls in kindergarten and 1st, 2nd, and 3rd grades at two urban and two suburban elementary schools. Control groups consisted of 50 boys and 40 girls. Treatment groups receiving the CHALLENGE training contained children at significantly higher risk than the control groups. The treatment groups improved significantly more than the children not receiving training, regardless of prior exposure to the SCP. CHALLENGE had the greatest impact on the children at greatest risk. Teachers were eager to use the program with other children, and parents reported improved communication with their children. (AC)

ED 362 322 PS 021 802

Finn, Jeremy D.
School Engagement & Students at Risk.
PUB DATE- Aug 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Failure; *Class Activities; Elementary Education; *Elementary School Students; Grade 8; *High Risk Students; Longitudinal Studies; National Surveys; Public Schools; *School Activities; Student Behavior; *Student Participation
IDENTIFIERS- *National Education Longitudinal Study 1988

To examine the proposition that students who do not remain active participants in class or school may be at risk for school failure, regardless of status characteristics such as ethnicity or family income, two studies of engagement and achievement were conducted. The studies used a nationwide sample of eighth-grade students from the U.S. Department of Education's National Educational Longitudinal Study of 1988 (NELS:88) survey. The first study examined the association of participation in school and classroom activities with academic achievement in 15,737 eighth-graders attending public schools. The study found that participation and academic achievement were positively related, even after controlling for gender, ethnicity, and socioeconomic status. The second study examined behaviors that distinguish students who are at risk, but who are successful in school subjects, from their less successful peers. A sample of 5,945 eighth-graders identified as at risk by virtue of race, home language or socioeconomic status were classified as unsuccessful, passing, or successful, based on reading and mathematics achievement tests. It was found that achievement groups were distinct in terms of variety of classroom participation behaviors, out-of-class participation, and interactions with their parents regarding school. Three major conclusions were drawn from the investigation: (1) behavioral risk factors are indeed related to significant outcomes of schooling; (2) risk behaviors have their roots in the early school years or before; and (3) more attention should be given by educators and researchers to encouraging the potential of "marginal" students. Further research is needed to identify manipulable aspects of classroom and school processes that encourage student engagement. Appendices provide details of the measures used in the studies and the standard deviations and correlations of the measures. Contains 91 references. (MDM)

ED 362 342 RC 019 293

Valdivieso, Rafael; Nicolau, Siobhan
Look Me in the Eye: A Hispanic Cultural Perspective on School Reform.
PUB DATE- 92
NOTE- 48p.; Paper commissioned for At-Risk Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education; Cubans; *Cultural Differences; *Educational Attainment; *Educational Change; *Educational Strategies; Elementary Secondary Education; *High Risk Students; *Hispanic Americans; Immigrants; Mexican Americans; Parent Participation; Poverty; Preschool Education; Puerto Ricans

Hispanics are a diverse group with considerable differences in country of origin, social class, race, educational status, and level of assimilation. Nonetheless, what does characterize all the major groups except the Cubans, albeit in varying intensities, are high levels of poverty and low levels of educational achievement. Cultural differences between Hispanics and non-Hispanics often put Hispanic children at a disadvantage when they enter school. Some guiding principles for educational reform efforts to increase Hispanic student learning are: (1) creating a comprehensive sense of student responsibility for the well-being of the school; (2) demonstrating care and concern for every member of the school community; (3) expecting academic excellence; (4) grouping heterogeneously (and eliminating tracking); (5) requiring involved, active learning; (6) strengthening the counseling function; (7) involving and educating parents; (8) connecting school and work; (9) immersing students in family and life planning; and (10) providing opportunities for advancement upon high school graduation. Despite the controversy surrounding bilingual education, the issue of how to teach English to language minorities must also be addressed. This paper contains "thumbnail histories" of the major Hispanic groups in the United States. (Contains 28 references.) (KS)

ED 362 379 SE 053 345

Lemke, Jay L.
Talking Science: Language, Learning, and Values.
PUB DATE- 90
NOTE- 269p.; Part of the Language and Educational Processes Series.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Case Studies; College Science; *Communication (Thought Transfer); Concept Formation; Elementary School Science; Elementary Secondary Education; Higher Education; *Language; Linguistics; *Science Education; Science Teachers; Scientific Concepts; Secondary School Science; *Semiotics; Student Attitudes; *Technology Education

"Talking Science" does not mean simply talking about science; it means doing science through the medium of language. This is a book about communication, scientific, and technical education. Chapters 1 and 2 introduce the specific themes and methods of the book. Each analyzes a brief classroom episode, looking from two different points of view at how teachers and students talk science. Chapter 3 is about the unwritten rules of the classroom: the social situations that occur in classrooms and teachers' and students' strategies for attempting to control each other's behavior and the course of classroom events. Chapter 4 describes how the semantic resources of language are used in talking science. Chapter 5 ties the language of the classroom to larger social issues of attitudes, interests, and values. Chapter 6 is a brief discussion of the similarities and differences to be expected when applying the arguments of this book to subjects other than science. Chapter 7 summarizes many of the arguments made throughout the book by providing a list of practical recommendations for changing the methods of teaching. An overview of social semiotics is given in chapter 8. Appendixes include five transcripts of lesson episodes as well as summaries of teacher and student strategies of control, thematic development strategies, and methods used in science classroom research studies. (Contains over 100 references.) (PR)

ED 362 401 SE 053 674

Zohar, Anat; And Others
Developing Critical Thinking: A Useful Instructional Strategy for Promoting In Depth Science Learning.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; Classroom Research; *Critical Thinking; Foreign Countries; Grade 7; Junior High Schools; Junior High School Students; *Science Education
IDENTIFIERS- Israel

This study is an evaluation one phase of the Biology Critical Thinking (BCT) project. Seven skills were selected as goals of the BCT project (for example, isolating variables) and learning activities for these skills were developed. The study compared two groups using the same textbook (n=678 Israeli seventh grade students). The following instruments were used: General Skills Test (GST); the Biological Skills Test (BST); and a Concepts Test of the topic "water balance in living organisms." Cronbach alpha reliability for the GST was 0.62 and for the BST was 0.63. Results indicate there were significant differences between the posttest scores of the two groups for the GST and the BST. The effect sizes were large (E.S.=2.0 and 2.5). (PR)

ED 362 031 FL 021 494

A Guide for Administrators: Elementary Level Second Language Programs in Louisiana Schools. Bulletin No. 1536.
PUB DATE- Aug 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Classroom Techniques; Educational Technology; Financial Support; *FLES; Foreign Nationals; *Immersion Programs; Instructional Materials; Intermediate Grades; Junior High Schools; *Program Administration; Program Design; Program Evaluation; Public Policy; Records (Forms); School Policy; *Second Language Programs; Staff Utilization; *State Standards; Statewide Planning; Student Evaluation; Teacher Certification; Teacher Evaluation; Teacher Qualifications; Teacher Role; Teaching Methods
IDENTIFIERS- *Louisiana

The Louisiana guide for administration of secondary language programs in grades 4-8 outlines the state foreign language mandate and offers guidelines and suggestions for a variety of program elements. An introductory section gives the broad rationale for foreign language instruction and cites the state mandate. The guide then proceeds to specify: how the mandate is funded, for both salaries and instructional materials; staffing by Louisiana-certified teachers and foreign nationals granted interim certification; details of program administration at the state, local, school, and classroom levels; possible program models (FLES and immersion); preferred teaching methods and techniques; and suggested methods for evaluation of programs, teachers, and students. Appended materials include: suggested instructional times, with reference to state polices; state policy memoranda concerning second language programs in grades 4-8; notes on interim certification for foreign teachers; tips for receiving foreign teachers into the local system, including host family role; an articulation planning chart; notes on evaluation of foreign teachers; and evaluation forms. (MSE)

ED 362 052 FL 021 519

Tyson, David; Clark, Larry
Turkmen Language Manual.
PUB DATE- Jun 93
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Cultural Awareness; *Daily Living Skills; Food; Foreign Countries; *Interpersonal Communication; Job Skills; Public Agencies; Second Language Instruction; *Second Languages; Self Expression; Telephone Usage Instruction; Transportation; Uncommonly Taught Languages; Volunteer Training
IDENTIFIERS- *Turkmen

The manual of standard Turkmen language is designed to teach basic language skills that Peace Corps volunteers need during a tour in Turkmenistan. An introductory section gives information about the Turkmen language, including a brief history, notes on the alphabet, vowel and consonant sounds, rules of vowel harmony, and specific grammatical forms (nominal and verbal words, affixes, articles, personal pronouns, postpositions, relative clauses, complex sentences, word order). Lessons are organized by topic: personal identification and greetings; conversations with hosts; food and food etiquette; transportation; getting, giving, and clarifying directions; shopping; communication systems; medical issues; communication in social situations; and workplace communication. Each lesson includes some or all of these elements: cultural notes on the topic in question, a list of intended competencies, a brief dialogue in Turkmen, a vocabulary list, and grammar and vocabulary notes. Appended materials consist of the dialogues in English, calendar-related vocabulary, numbers, terms of relationship, forms of address, anatomy and health, school terminology, notes on verb conjugation, and a glossary of the

ED 362 074 FL 800 314

Wrigley, Heide
Language and Literacy Teachers: Diverse Backgrounds, Common Concerns.
PUB DATE- 90
NOTE- 5p.; Paper presented at a Conference on Responsibilities for Literacy (September 15, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Individual Differences; *Language Teachers; *Literacy Education; *Professional Development; *Professional Recognition; *Teacher Attitudes; Teacher Characteristics

Language and literacy teachers in adult education vary widely in personal background, educational training, professional experience, interest in language and literacy, and enthusiasm for teaching. Teaching context and focus may differ greatly. Because of funding realities, teachers often need to find a balance between their own views of responsible and appropriate literacy education and the requirements and expectations of the funding source and other stakeholders. Language and literacy teachers may define their goals differently, or vary in their instructional approach. Despite this diversity, most language and literacy teachers share the feeling that they receive inadequate support and compensation for their efforts and are not given sufficient opportunities for professional development. As a starting point, these teachers want to be: (1) treated with respect and dignity; (2) provided with opportunities to learn and grow at their own pace and meet their individual professional goals; and (3) regarded as experts capable of understanding and interpreting the relationship between classroom teaching and student learning. Just as learners need different kinds of input at various stages of language and literacy development, teachers also need differentiated support depending on where they are as teachers and individuals. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 362 225   JC 930 446

Student Enrollment, Full-Time Equivalents (FTE), Staff/Faculty Information, 1992-93. Annual Statistical Report, Volume 28.

PUB DATE- Aug 93
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Administrators; Adult Education; College Faculty; College Programs; *Community Colleges; *Enrollment Trends; Full Time Equivalency; *School Personnel; State Surveys; Student Characteristics; Tables (Data); Teacher Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *North Carolina Community College System

Statistical information on the North Carolina Community College system is presented for the 1992-93 year, representing a summary of data collected from the 58 colleges in the system over the course of the year, as well as historical information from past years. Student enrollment tables provide information on enrollment by college and quarter, 1992-93; enrollment by program area, 1983-84 through 1992-93; number of students enrolled by program, 1988-89 through 1992-93; student enrollment by sex and race by type of program, 1992-93; curriculum and extension enrollment by age, race, and sex, 1992-93; students' home state and county, 1992-93; and student completions by curriculum program, 1991-92. Full-time equivalent (FTE) tables present data on average annual FTE from 1976-77 through 1992-93 and 1992-93 data on FTE by quarter; FTE in transfer, general education, technical, and vocational programs; curriculum programs subtotal; FTE in academic, avocational, and practical skills extension programs; FTE in community service, adult high school, adult basic education, compensatory education, and literacy programs; learning laboratory FTE; new and expanding industry program FTE; human resources development FTE; and self-supporting and recreational program FTE. The final set of tables provides 1992-93 information on staff, curriculum faculty, and extension faculty, including data on area of responsibility, years of service, highest degree earned, race, sex, instructional category of full- and part-time faculty, and record counts for all college staff by employment classification for a 5-year period. Definitions of data categories are provided. Appendixes provide graphs of much of the enrollment data. (ECC)

ED 362 243 JC 930 469

Oromaner, Mark; Fujita, Eleanor
Hudson County Community College Mission Survey: Responses from College Community and from External Community. Special Report 92.07.
PUB DATE- Feb 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; Community Colleges; Decision Making; *Institutional Mission; *Mission Statements; Needs Assessment; Participative Decision Making; Participatory Research; *Policy Formation; *School Community Relationship; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Hudson County Community College NJ

Two surveys were conducted to assist in the development of a mission statement for Hudson County Community College (HCCC) in New Jersey. In December 1992, 547 members of the HCCC internal community, including all HCCC employees and a sample of students and recent graduates, received a questionnaire that asked them to indicate how important it was for HCCC to perform 33 possible activities. In January and February, 1993, 591 representatives from various segments of the external community were asked to respond to an identical survey. An overall response rate of 33% (n=367) was achieved. The 10 items that received a mean score of 4.0 or greater ("quite important" to "very important") were the following: offer programs designed to prepare students for immediate employment upon graduation, provide planning and placement services for students, offer credit liberal arts and vocational education courses to assist student transfer, provide assistance to special needs students, provide greater access to education through financial aid and low tuition, develop a centralized campus, provide a comprehensive curriculum, and offer retraining programs. Both groups felt that English-as-a-Second Language, remedial, and developmental courses and student support services were important, though the college community rated them slightly higher than the external community. The survey instrument with statistical results and a list of other college activities suggested by the respondents are included. (MAB)

ED 362 261 PS 021 649

Child Care Resource Service (A Child Care Resource and Referral Service for East Central Illinois) Annual Data Report, 1992.

PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Children; *Community Information Services; *Day Care; Day Care Centers; Early Childhood Education; Elementary Education; Family Day Care; *Referral; *Regional Programs; *Statistical Data; Statistical Surveys
IDENTIFIERS- Child Care Costs; *Illinois

This 1992 annual report provides a statistical profile of child care services in the Illinois counties of Champaign, Macon, Douglas, Piatt, Vermilion, and Iroquois, all counties that are listed with the Child Care Resource Service (CCRS). The first section of the report furnishes county-by-county statistics on full-day programs at day care centers, listing the number of centers, capacity, vacancies, and cost. The second and third sections provide similar information for part-day programs at day care centers and in family child care settings. The final section provides a profile of the 1,668 callers requesting child care referral services from the CCRS in 1992, and indicates that the majority of callers: (1) preferred family child care (62%) over center care (25%); and (2) required care on a full-time basis (52%). (MDM)

ED 362 361   RC 019 328

Brown, Cheryl L.; And Others
Farm Labor Research Bibliography. California Agricultural Studies, 91-4.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Apr 91
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Laborers; Annotated Bibliographies; *Databases; Demography; Elementary Secondary Education; *Farm Labor; Farm Management; Labor Market; Labor Supply; Mexican Americans; Migrant Workers; *Occupational Information; *Resource Materials
IDENTIFIERS- *California

This annotated bibliography is a printed version of the automated bibliography available through the Labor Market Division of the California State Department of Employment Development. The database focuses on farm labor issues and includes 1,611 sources of information including bibliographies, research studies, trade journals, and books published within the past 5 years. A numerical listing of entries is indexed by 52 subject words in the following categories: (1) demographics of farm workers, including ethnicity and education; (2) compensation and health; (3) relationship between farm workers and their employment, including farming careers, hours worked, off-farm work, seasonal work, and year-round work; (4) relationship between employers and farming, including contractors, corporate farming, and family-farming; (5) relationship between management and union; (6) government and public policies affecting farm workers; (7) industry and macroeconomics, including labor supply and demand, migration, unemployment, and immigration; (8) recruitment and hiring practices; (9) production, including costs, labor requirements, productivity, and technology; and (10) other, including the history of California. Each entry includes author, title, source, publication information, geography, descriptors, and annotation. Appendices list journals searched, other databases searched, and database fields. (LP)

ED 361 969 EC 302 439

Moery, Kathryn

After High School...? BUILDING on Today for Tomorrow. Designing and Implementing a Community-Based, Family-Centered Transition Planning Project. A Manual for Professionals, Parents, and Youth with Disabilities.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Feb 93

NOTE- 67p.; A publication of the BUILDING Project.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Programs; *Disabilities; Educational Legislation; *Education Work Relationship; *Family Involvement; Family Programs; Federal Legislation; High Schools; Individualized Education Programs; Models; Normalization (Handicapped); Parent Participation; Planning; *Program Development; Program Implementation; Student Participation; *Transitional Programs

IDENTIFIERS- Empowerment; Individuals with Disabilities Education Act

This manual on development of transition planning programs/services for high school youth with disabilities and their families is based on the premises that both youth and family members need to be actively involved in every step of the transition planning process, that empowered families can access necessary transition and adult services needed for adult community participation, and that transition planning should be student-centered and family-focused. The framework of the BUILDING project ensures that transition requirements of the Individuals with Disabilities Education Act are fully implemented. The BUILDING project provides the following services to each family: individualized assistance in formulating transition plans in the areas of employment, postsecondary training, residential options, recreation/leisure, income support, transportation, medical services, insurance, and advocacy/self-advocacy; assistance to ensure that transition goals become part of the Individualized Education Plan; assistance in future planning; information services; support groups; training; and case coordination. The manual outlines roles and responsibilities of key personnel, project evaluation methods, project dissemination activities, and project replication strategies. Appendixes provide project materials, including checklist, survey and evaluation forms; lists of resource organizations; and summaries of transition-related legislation. (JDD)

ED 361 989 EC 302 460

Gamel-McCormick, Michael
Assessment for Programming in Early Childhood Special Education.
Futures File #2.
PUB DATE- Feb 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; Diagnostic Teaching; *Disabilities; *Early Childhood Education; *Evaluation Methods; Program Development; Special Education; *Student Educational Objectives; *Student Evaluation; Test Selection; Test Use
IDENTIFIERS- *Ecological Assessment; *Top Down Assessment

This summary of assessment information for programming in early childhood special education discusses principles of assessment, specific assessment procedures, and assessment instruments. An overview section on assessment provides definitions of "assessment" and "evaluation" and discusses the importance of assessment for programming (rather than eligibility). Principles of appropriate assessment (e.g., use of multiple methods and multiple measures) are outlined and an assessment portfolio is recommended for recording assessment information. The importance of teamwork in linking assessment information and programming strategies is stressed. The next section provides a definition and principles for both conducting an ecological assessment and using ecological assessment information. "Top Down" assessment procedures which begin by identifying goals (rather than student weaknesses) are described next with consideration of the uniqueness of the "top down" approach and eight steps for implementing this approach to assessment. Eleven instruments are compared in a table which shows for each instrument domains evaluated, age range, theoretical base, important features, and publisher/price. (Contains approximately 35 references.) (DB)

ED 362 010 FL 021 422

Ferroli, Louis J.
Developmental Spelling and the Transfer of Literacy Skill among Primary Grade Bilinguals.
PUB DATE- 91
NOTE- 103p.; Doctoral Dissertation, University of Illinois at Chicago.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Bilingual Education; *Bilingualism; English (Second Language); *Error Patterns; Grade 2; Grade 3; Language Skills; Literacy; Phonology; Primary Education; Second Language Learning; *Second Languages; Spanish Speaking; Speech Skills; *Spelling; *Transfer of Training; Transitional Programs

A descriptive study examined: the relative influence of native language (L1) literacy skills and second language (L2) oral proficiency on students' ability to read and spell in the second language. A second dimension of the study examined students' second language misspellings in order to identify examples of positive and negative transfer of L1 spelling knowledge. Pretests in reading, oral language, and spelling in L1 (Spanish) and L2 (English) were administered to 48 second- and third-grade students in a transitional bilingual education program. Samples of English spelling were collected for 20 weeks. The English spelling test was readministered as a posttest. Information on demographics and the nature of the instructional program was collected to facilitate comparison to other populations of second language learners. Results indicate that L1 literacy skill and L2 oral skill made equal and separate contributions to L2 literacy learning. Phonological knowledge of L1 spelling was found to transfer only positively. By contrast, subjects' conceptual understanding of L1 spelling was found to transfer in both positive and negative ways. (Author/MSE)

ED 362 113 HE 026 721

Independence for Swedish Universities and University Colleges. Sweden Is Preparing a Reform of Higher Education.

PUB DATE- Mar 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Educational Change; Educational Quality; Foreign Countries; Governance; Government Role; *Government School Relationship; *Higher Education; *Institutional Autonomy; Intellectual Freedom; Policy Formation; Universities
IDENTIFIERS- *Sweden

This paper briefly describes a higher education reform movement underway in Sweden and offers, respectively, the text and a summary of two policy-forming memoranda. A 1977 legislative decision on all postsecondary education gave the government authority to set education policy, and based the entire university and university college system on politically defined needs. This situation provoked strong criticism from students and college and university faculty. In addition others critiqued the internal university administration. A 1991 task force was charged with changing the higher education organization. The text of one statement, signed by the minister of education and science, appears in full in the document. It advocates an emphasis on quality and an endeavor to grant increased freedom in various sectors of the higher education system. Also included is a detailed summary of the memorandum "Independence for Universities and University Colleges." This document proposes increased institutional independence in the following areas: the organization of studies; the programs offered; recruitment of students; appointment of faculty; institutional organization; and the disposition of financial resources and grants. Basic objectives would be high quality scholarship and freedom of research. The document also considers definitions of degrees offered in basic university education, training in research, evaluation and accountability, quantitative planning and resources, the organization of appointments, and institutional organization. (JB)

ED 362 131 HE 026 739

Howe, Richard D.; And Others

Salary-Trend Studies of Faculty for the Year 1989-90 and 1992-93 in the Following Academic Disciplines/Major Fields: Accounting...Geology.

PUB DATE- 93

NOTE- 324p.; For a related document, see HE 026 740.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); Accounting; Anthropology; Business Education; Chemistry; *College Faculty; Communications; Comparative Analysis; Counseling Services; Departments; Education; Engineering Technology; Geography; Geology; Higher Education; History; *Intellectual Disciplines; Interdisciplinary Approach; Literature; Public Colleges; Second Languages; *Teacher Salaries; Theater Arts; Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges and universities, based on two surveys of 738 and 485 institutions conducted in 1988-89 and 1992-93 respectively. Data are provided for the following disciplines: Accounting; Anthropology; Biological Sciences/Life Sciences; Business Administration and Management; Business Management and Administrative Services; Business/Managerial Economics; Business Marketing and Marketing Management; Chemistry; Communications; Counselor Education/Student Counseling and Guidance Services; Curriculum and Instruction; Drama/Theater Arts; Economics; Education; Engineering; Engineering-Related Technologies; English Languages and Literatures/Letters; Foreign Languages and Literature; Geography; and Geology. A summary of the overall average salary increase between the baseline year of 1988-89 and the trend year, 1992-93, for both public and private institutions is presented for each discipline. Data from institutions participating in both years are compared with each other and with the consumer price index. Average salaries by rank, the faculty mix percentage, and comparisons with other disciplines and between the public and private institutions are also included. The participating institutions are listed. (GLR)

ED 362 150 IR 016 306

Baker, Linda M.
Promoting Success in Educational Partnerships Involving Technology.
PUB DATE- Jan 93
NOTE- 31p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrative Problems; *College School Cooperation; Cooperative Programs; Educational Objectives; *Educational Technology; Elementary Secondary Education; Higher Education; *Partnerships in Education; Program Development; Program Evaluation; *School Business Relationship; *Success; *Technological Advancement

The goals of educational partnerships between schools and businesses or associations often include the purchase of educational technology and its integration into the daily life of schools. A study was conducted to determine the common features of successful technology partnerships and factors that contribute to success. After preliminary analysis of the literature, data were collected through telephone interviews with 23 representatives of 15 educational partnerships involving businesses, schools, and universities. Professionals from all three groups enjoyed partnership participation, and over half expected their partnerships to continue. Twenty-one respondents considered their programs successful, although many thought that evaluation had not been entirely adequate. Many problematic features were identified, including failures of planning and implementation and logistic problems. Partners sometimes disagreed about the technology or the roles of partners and teachers, but conflicts generally were resolved. Choosing people and sites carefully was identified as one of the most important components of success. Responses emphasized that partnerships, while they have great potential for enhancing education, require hard work for success. An appendix contains the interview protocol. (Contains 18 references.) (SLD)

ED 362 170 IR 016 326

Jonassen, David H.; Cole, Peggy
Learner-Generated vs. Instructor-Provided Analysis of Semantic Relationships.
PUB DATE- Jan 93
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300. For a related paper, see ED 347 999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; Comparative Analysis; *Discovery Learning; Graphs; Higher Education; Intermode Differences; *Learning Processes; Motivation; Psychology; *Semantics; *Teaching Methods; Undergraduate Students
IDENTIFIERS- Graphic Organizers; Knowledge Acquisition; Semantic Mapping; *Semantic Relation Comprehension; Semantic Relation Test; *Structural Knowledge

This study compared the effects of instructor-provided vs. learner-generated analyses of semantic relationships between major concepts on structural knowledge acquisition in an introductory psychology course. One group explained the relationships on instructor-provided graphic organizers; the other group classified relationships between concepts by completing skeletal maps provided by the instructor. Increase in structural knowledge was related to practice effect for both groups; the group that generated analysis scored higher at a near-significant level. Regardless of group, there was a significant relationship between total exam score and frequency of completing the treatment exercises (an indicator of motivation). Eight graphs displaying the statistical findings are included. (Contains 19 references.) (Author)

ED 362 282 PS 021 702

Pettitt, Lisa M.
The Relationship between Communication Style and Perceived Classmate Support among Elementary School Children.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assertiveness; Communication Research; Communication Skills; Elementary Education; *Elementary School Students; Friendship; *Interpersonal Communication; Language Usage; Leadership Qualities; *Peer Relationship; *Personality Traits; Self Esteem; *Sex Differences; Social Networks; *Student Attitudes
IDENTIFIERS- *Communication Styles

A study sought to determine whether gender-related differences in communication style emerge developmentally. The study focused on assertive, egalitarian, and supportive communication styles rather than using the traditional dichotomous approach, which categorizes styles as feminine or masculine. Gender differences in self-identified communication styles, links between style and classmate support, and preferences for best friends and class leaders were assessed. Study participants were 3rd, 4th, and 5th graders at a suburban Denver elementary school. The 178 children listened to an audio recording of a conversation while following along with a written transcript. Three speakers represented assertive, egalitarian, and supportive styles differentiated along dimensions of dominance/submission, validation, clarity of feeling, and length of turn. The students answered questions regarding the conversation, their self-esteem and mood, and their perceptions of received classmate support. Results indicated that boys were more likely than girls to identify with the assertive style, whereas girls preferred the egalitarian style. Assertive children reported receiving less classmate support than supportive or egalitarian children. Overall, children preferred to have a best friend who was either egalitarian or supportive, but thought that an assertive person would make the best class leader. Finally, children whose ideal and real communication styles were the same reported high levels of self-esteem and mood. (AC)

ED 362 343 RC 019 295

Morningstar, Heather
How To Enroll in an Indian Tribe.
PUB DATE- 93
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alaska Natives; *American Indians; Classification; *Definitions; Eligibility; Enrollment; *Federal Programs; *Group Membership; Identification; *Tribes

This book contains background information and extensive appendices to be used for the purpose of enrolling in an Indian tribe. Chapter 1, "Why Enroll in an Indian Tribe?" explains that enrollment in a tribe often determines eligibility of American Indians for certain government programs (including educational programs). Chapter 2, "Who is an Indian," and Chapter 3, "What is an Indian Tribe?" discuss the various definitions of Indians and tribes used by different federal agencies, states, and tribes themselves. Chapter 4, "Where Are the Indians?" lists the Indian and Alaska Native populations by state. Chapter 5, "How to Enroll," provides suggestions for researching Indian ancestry and contacting tribal enrollment offices. The majority of the book is devoted to the following appendices: (1) lists of federally recognized Indian tribes, petitioners for federal acknowledgement, and other Indian tribes and groups; (2) list of Alaska Native entities; (3) membership requirements from selected tribal constitutions; (4) constitutions of the Native villages of Dot Lake and Eklutna, Alaska Native entities; (5) Bureau of Indian Affairs area offices; (6) responses to enrollment information requests from Bureau of Indian Affairs agencies and area offices; (7) forms for enrollment from federally recognized groups, tribal enrollment offices, and nonfederally recognized groups; (8) forms and instructions for securing certificates of Indian blood; (9) useful publications for researching enrollment and bloodlines; and (10) state Indian commissions. (KS)

ED 362 380 SE 053 437

Wheatley, Judy; Sudman, Rita Schmidt, Ed.
California's Water Problems.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 89
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Controversial Issues (Course Content); Cooperative Learning; *Environmental Education; Instructional Materials; Intermediate Grades; Junior High Schools; Maps; Middle Schools; *Problem Solving; Role Playing; Small Group Instruction; *Social Sciences; Student Research; *Water Pollution; Water Quality; *Water Resources; Worksheets
IDENTIFIERS- *California; Environmental Issues; Environmental Problems; Hands on Experience; Posters; Water Distribution; Water Rights

This packet of instructional materials is designed to give social science students in grades 6-9 a first-hand experience in working out solutions to real-life problems involving the management of California's water. Students work in groups on one of three problems presented in the packet: (1) the management of the Sacramento-San Joaquin Delta that empties into the San Francisco Bay; (2) the clean-up of the Kesterson Reservoir; and (3) the cut-back of water resources that California receives from rights to water from the Colorado River. Each student in the group is given a specific role to play in the problem, fact sheets with background information about their controversy, a list of players, details about the role they are to assume, and research questions relevant to the problem. After the research is completed, students work together to find a solution to the problem. Additional resources include a California Water Map to familiarize students with California's water geography; a chart indicating California's water system; a Colorado River Water Map; a Layperson's Guide to the Colorado River; a Layperson's Guide to the Delta; a Layperson's Guide to Agricultural Drainage; a vocabulary list; and a bibliography of 40 references of books, reference resources, videos, and other materials related to the topic. The maps are poster-size and have not been reproduced by ERIC. (MDH)

ED 362 402 SE 053 675

Chiu, Mei-Hung

Developing Problem-Solving Skills in Chemical Equilibrium--A Constructive Model.

PUB DATE- Apr 93

NOTE- 27p.; Paper presented at the Annual Meeting of the Nationa Association for Research in Science Teaching (66th, Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conferenc Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Chemical Equilibrium; Chemistry; Constructivism (Learning); Educational Research; Foreign Countries; Grade 10; High Schools; High School Students; *Problem Solving; *Science Instruction; Secondary School Science; Textbooks

IDENTIFIERS- Taiwan

The purpose of this study is to analyze the perceived thought processes of several students as they learn, and then attempt to solve problems about chemical equilibrium. Four tenth grade students in Taipei, Taiwan, were audiotaped as they individually attempted to solve problems. The problems were such that they required more than mere recall or algorithmic learning and yet simple enough to give the learners a reasonable chance of success. It was found that successful problem solvers generated coherent and meaningful explanations, while unsuccessful problem solvers' explanations for the examples tended to show their inconsistency of understanding. As for problem-solving tasks, successful students were characterized by giving better reasoning, use of relevant principles and concepts to justify their answers, frequent checks of the consistency of answers, and better quality of procedural knowledge. The results suggest the textbook used lacked sufficient information for all students to be able to develop knowledge and skills to solve the problems. (PR)

ED 361 950 EC 302 418

Murphy, Harry J.

The Impact of Exemplary Technology-Support Programs on Students with Disabilities.

PUB DATE- Aug 91
NOTE- 73p.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Colleges; College Students; Community Colleges; *Computer Oriented Programs; Computer Uses in Education; Delivery Systems; *Demonstration Programs; *Disabilities; *Educational Technology; Federal Legislation; Financial Support; Higher Education; Student Personnel Services; *Technological Advancement; Universities; Vocational Rehabilitation

This report examines effects of technology-supported programs on students with disabilities at the postsecondary level, including issues of access to technology and alternatives for acquiring assistive technology devices and services. After an introduction, the first chapter presents the report's recommendations, which deal with full technological access for students with disabilities, establishment of Rehabilitation Engineering Centers, testing services, amendment of existing federal legislation concerning technological services, increased federal funding for technology, development of model delivery mechanisms, and longitudinal research on effects of technology on educational achievement and employability. Remaining chapters then report on specific applications and programs including: Electronic Networks for Interaction (Gallaudet University, District of Columbia); Computer Center for the Visually Impaired (Baruch College, New York); Instructional Technology Division (University of Michigan); Disabled Student Services (University of Wyoming); Artificial Language Laboratory (Michigan State University); High-Tech Training Center (California Community Colleges); Assistive Technology Center (University of Minnesota); Disabled Computing Program (University of California); Desktop Computing Services (University of Washington; The Office of Services for Students with Disabilities (University of Nebraska); Adaptive Computing Technology Center (University of Missouri); Training and Resource Center for the Blind (University of New Orleans, Louisiana); Vocational Rehabilitation Programs (El Centro College, Texas); Adaptive Technology Laboratory (Southern Connecticut State University); Center for the Vocationally Challenged (Grossmont Community College, California); and the Technology Group (California State University). Appendices provide a list of sites and people interviewed and biographies of National Council members and staff. (DB)

words contained in the dialogues. (MSE)

ED 362 053 FL 021 520

Otanes, Fe T.; Wrigglesworth, Hazel
Studies in Philippine Linguistics, Volume 9 Number 1.
PUB DATE- 92
NOTE- 189p.; For individual articles, see FL 021 521-524.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Change; *Dialects; Foreign Countries; Grammar; Language Research; *Morphology (Languages); *Persuasive Discourse; Phonemes; *Phonology; Pronunciation; *Pronunciation Instruction; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- Aklanon; Banoun; Bontok; Demonstratives (Language); *Philippines; Tagabili

Four topics covered in this volume include a pedagogical grammar of Tboli (Vivian M. Forsberg), Bantoanon phonology (Heather Kilgour and Gail Hendrickson), demonstratives in Aklanon narratives (Kristine Jensen and Rodolfo Barlaan), and behavioral discourse strategy in Eastern Bontoc (Takashi Fukuda). Tboli is a language spoken by people living in southwestern Mandanao, Philippines, in the province of South Cotabato. The pedagogical grammar of Tboli has been written to help non-Tboli speakers interested in learning to speak Tboli. In the chapter on Bantoanon phonology, discussion focuses on higher level phonology, syllable patterns, the phoneme, and residue. Topics addressed in the chapter on Aklanon narratives include the spatial relation between speaker and hearer, the discourse functions of demonstratives, syntactic pointing, and connotative or emotive functions of demonstratives. The final chapter is an analysis of behavioral texts (speech directed obligatorily to a second person in a communication situation) and a discussion of the persuasive devices employed by the speakers in an effort to effect a change in the listener's behavior. Several nonlinguistic persuasive devices are described: appeal to the cultural norm, human relationship, coaxing, and indirectness. (JP)

ED 362 093 HE 026 701

Your Student Loan: A Financial Planning and Repayment Guide.
PUB DATE- 93

NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; *Federal Programs; Financial Aid Applicants; *Higher Education; Loan Default; *Loan Repayment; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *California; Family Education Loan Program; *Financial Planning; Parent Loans for Undergraduate Students Program; *Supplemental Loans for Students Program

This brief pamphlet is a financial planning and repayment guide designed to help college students make informed decisions about participating in Federal Family Educational Loan Programs as administered in California through the California Student Aid Commission. Following an introduction the guide begins by suggesting that students map out a financial plan including key issues to consider, other options to explore, and the responsibilities involved in taking a loan. Student rights and responsibilities are listed and the various Federal Family Educational Loan Programs are described. These include the Stafford Student Loans, Unsubsidized Stafford Loans, Federal Supplemental Loans for Students, Parent Loans for Undergraduate Students, and the Consolidation Loan Program. Worksheets for planning student loan repayment and budgeting are included along with a table of estimated entry level annual salaries. Final sections provide: a discussion of initiating student loan repayment (includes information on selling and transferring loans), a list of lenders in California, a glossary of terms, and a checklist of issues for student borrowers. (JB)

ED 362 190 IR 016 346

Nichols, Randall G.; And Others

Criticizing Instructional Materials Evaluation: Adding Meaningful Dimension.

PUB DATE- Jan 93
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Curriculum; Context Effect; Criticism; Curriculum Evaluation; *Evaluation Methods; Higher Education; *Instructional Material Evaluation; *Learning; Models; Sociocultural Patterns; *Teacher Education; Test Construction; Theories
IDENTIFIERS- *Postmodernism

Critical evaluation of instructional materials is an important but often neglected aspect of instructional preparation. This study proposes evaluation that is more theoretically grounded in sociocultural and context-sensitive bases than are many evaluation guides. A new instrument was developed and applied to materials for teacher education as part of a multiphase project that will eventually produce a brief history of the teaching of media utilization and will analyze several instructional materials. A presentation was given introducing postmodernism and its emergence as an important viewpoint for educators. An evaluation activity followed, using the new evaluation form, which participants used and critiqued. The presentation session suggested that typical evaluation forms and models are little used because they are severely restricted in their conceptions of learning. Extended understandings of knowing and learning will be the basis of additional work in this ongoing project. A copy of the evaluation form is included. Twelve suggestions are given for further reading. (Contains 10 references.) (SLD)

ED 362 208   IR 016 364

Temiyakarn, Chanchai; Hooper, Simon
The Effects of Cooperative Learning and Learner Control on High- and Low Achievers.
PUB DATE- Jan 93
NOTE- 18p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Variance; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; Elementary School Students; Grade 6; *Individual Instruction; *Instructional Effectiveness; Intermediate Grades; *Learner Controlled Instruction; Performance Factors; *Programed Instruction; Tables (Data); Time on Task; Verbal Communication

This paper reports on a study investigating the effects of studying alone or in cooperative-learning groups on the performance of high and low achievers. The effects of completing computer-based instruction using either learner or program control are also examined. A total of 92 sixth-grade students were classified by Stanford Achievement Scores and randomly assigned to group or individual treatments, stratified by achievement scores. Students completed training to enhance small group interaction before completing the computer-based tutorial and posttests. Both high and low achievers in the cooperative treatment increased achievement on program-controlled and learner-controlled computer lessons. The learner-controlled cooperative learning group made more options while checking their concept learning and spent more time interacting with the learner-controlled, computer-based tutorial than the learner-controlled individual learning group. Six statistical tables are appended. (Contains 13 references.) (Author/KRN)

ED 362 262 PS 021 652

Lounsbury, John H., Ed.
Connecting the Curriculum through Interdisciplinary Instruction.

PUB DATE- 92
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020),Books (010)
DESCRIPTORS- Classroom Techniques; Curriculum Design; Curriculum Development; *Fused Curriculum; Instructional Design; Instructional Development; *Integrated Curriculum; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; Teaching Methods; *Team Teaching; *Unified Studies Curriculum
IDENTIFIERS- *Integrated Learning Systems

Interdisciplinary education has been considered a key element of middle level education since the 1960s. Interdisciplinary teaching teams and multi-disciplinary and interdisciplinary units of study have been frequently found in middle level schools since then. Although changes have been incorporated to support it, actual implementation of interdisciplinary education continues to fall short of its full potential. While recognizing the need for schools to reflect the reality of life in an interdisciplinary world, it remains difficult to restructure content-separated curriculum into a more interdisciplinary, or integrated, one. This collection of articles offers guidance to both new and established teaching teams implementing integrated instruction programs. Articles in the first section focus on the positive aspects of team organization for teachers, the effects of teaming on students, and student evaluation of interdisciplinary units. The second section offers suggestions for organizing the teaching team and techniques for developing an integrated curriculum. The third section presents several examples of interdisciplinary instruction units that were implemented successfully in schools across the United States. The final section examines the evolutionary development of the interdisciplinary team, methods of evaluating the teaching team, and some of the limitations of, and problems associated with, interdisciplinary instruction. (TJQ)

ED 362 302 PS 021 741

Rafanello, Donna
An Analysis of the Child Care System in Evanston, Illinois:

Parents, Directors, and Community Leaders Speak Out.
PUB DATE- Jun 93
NOTE- 106p.; Master's Field Research Report, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Child Caregivers; Community Leaders; *Community Satisfaction; Community Surveys; *Day Care; Early Childhood Education; Educational Quality; Elementary Education; Needs Assessment; *Parent Attitudes; Program Costs; *Program Effectiveness
IDENTIFIERS- *Illinois (Evanston)

To assess the effectiveness of the child care delivery system in Evanston, Illinois, a study was conducted of parent and caregiver perceptions of the affordability, availability, accessibility, and quality of local child care services. Questionnaires were distributed to the directors of 14 local child care centers and to 832 parents currently utilizing full-time services, and telephone interviews were conducted with 16 community leaders. Study findings, based on responses from 226 parents, 10 directors, and the 16 community leaders, included the following results: (1) 79% of the parents paid less than 20% of their income for services, and 88% reported feeling very or somewhat satisfied with the cost of child care; (2) 75% of the parents indicated that they were very satisfied with the availability of services; (3) the mean score for parents' overall level of satisfaction with services was 13.23 on a 16-point scale; (4) average costs reported by directors for services were $153 per week for infants, $146 for toddlers, $126 for 2-year olds, $116 for preschoolers, and $76 for school-aged children; and (5) two community leaders thought that child care was not affordable for low-income parents, six remarked that local services were abundant, and five mentioned the need for greater collaboration between services. (Includes a review of the literature, 100 references, sample correspondence, the 3 survey instruments, and lists of participants.) (BCY)

ED 362 362 RC 019 330

California Nursery Workers and the Nursery Industry. California Agricultural Studies, 92-3.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Sep 92
NOTE- 86p.; Graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agricultural Laborers; Demography; Educational Attainment; Education Work Relationship; Elementary Secondary Education; *Employment Practices; *Farm Labor; *Job Skills; *Labor Force; Mexican Americans; Nurseries (Horticulture); *Nursery Workers (Horticulture); *Occupational Surveys; Questionnaires
IDENTIFIERS- *California

This report examines conditions in the California nursery industry and develops a comprehensive baseline of labor force requirements and practices. A telephone survey was conducted with 167 randomly selected nurseries in a 10-county area. Additionally, 455 workers and 85 employers participated in on-site interviews. Workers were classified as foreman or crew leader, technical worker, and field or shipping worker. The average worker was male, 36 years old, and married with two children; lived in a house or condominium; spoke Spanish; was born in Mexico; and had a sixth-grade education. More highly skilled and more highly paid workers tended to have more education (typically 3 years in the United States and several years elsewhere) and tended to have better language skills in both English and Spanish. Employers considered communication and language skills as the most important job skills for all workers, followed by management skills for foremen and crew leaders, plant propagation skills for technical workers, and ability to follow instructions for field and shipping employees. Other desirable skills sought by employers were reading and writing, basic math, safety awareness, and horticultural knowledge. This study indicates that the California nursery industry labor force is mature and stable with over half of workers employed in the industry for more than 7 years. It suggests that government-sponsored training programs should focus on basic skills. Appendices include research methodology and survey questionnaires with descriptive statistics. The report contains numerous tables and graphs. (LP)

ED 362 226 JC 930 447

Roberts, David L.
Interdisciplinary Courses: Motivating Students To Understand Their Relevance and Applicability.

PUB DATE- May 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accounting; Assignments; *Business Education; Business Education Teachers; *Classroom Techniques; Community Colleges; Course Content; *Education Work Relationship; *Relevance (Education); Student Attitudes; Student Motivation; *Student Projects; Two Year Colleges
IDENTIFIERS- *Salt Lake Community College UT

For many students, required courses outside of their major represent necessary evils. At Salt Lake Community College (SLCC) in Utah, students majoring in finance and credit, management, and marketing are required to take accounting classes. To motivate these students, the Accounting Department has developed pedagogical techniques that emphasize the relevance and applicability of accounting classes to the non-accounting majors. One of the instructors' tasks is to break the stereotype of accountants as "bean counters," pointing to the communications skills, interpersonal skills, and organizational knowledge necessary for effective accounting work. When discussing a topic that is particularly relevant to a non-major student, instructors should ask them to relate its importance to their field. For example, the gross profit method of estimating ending inventory has particular relevance to marketing majors. Also, the skills and knowledge needed to be successful in accounting and related professions should be integrated into the curriculum. An interdisciplinary skill such as writing should not be taught, but rather used in writing assignments that demonstrate the work place relevance of the skill. For example, student journals require the use of informal writing skills, a knowledge of current events, and an acceptance of responsibility. Appendixes describe three interdisciplinary projects used by SLCC's accounting faculty, including Journal Entries; an Internal Control Case Study; and Group Presentations. (PAA)

ED 362 323 PS 021 804

Finding the Funds: A Parent's Guide to Child Care Dollars and Human Service Professional's Handbook for Child Care Dollars.

SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Philadelphia Foundation, Pa.; Samuel S. Fels Fund, Philadelphia, Pa.
PUB DATE- 93
NOTE- 28p.; Funding also received from the United Way of Southeastern Pennsylvania and the William Penn Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; *Day Care; Early Childhood Education; Elementary Education; *Eligibility; Federal Aid; *Financial Support; *Low Income Groups; State Aid
IDENTIFIERS- *Pennsylvania

These two booklets, one for parents and the other for human service professionals, were designed by the Delaware Valley Child Care Council to provide information about local day care services to low and moderate income families, families with income at or below the poverty level, and families who either receive or have received public assistance within the past year. The parent booklet provides the addresses and telephone numbers of area county assistance offices, local management agencies, and Head Start programs, as well as the maximum income levels for assistance under these programs. The human service professional's booklet includes similar information, but is more specific in discussing how parents can qualify for these child care assistance programs. It also outlines specific steps that can be taken to help parents find funding, and provides examples of applicable child care benefits and guidelines on helping parents select a good early childhood program. (MDM)

ED 361 990 EC 302 461

Boe, Erling E.; And Others
Whither Didst Thou Go? Retention, Reassignment, Migration, and Attrition of Special and General Education Teachers in National Perspective.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- May 93
NOTE- 40p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary School Teachers; Elementary Secondary Education; Faculty Mobility; *Labor Turnover; Learning Disabilities; National Surveys; Secondary School Teachers; *Special Education Teachers; Statistical Data; Teacher Burnout; *Teacher Persistence

This study evaluated turnover of special education teachers by providing national estimates of the numbers of special education teachers who (1) were retained by their school, (2) were reassigned to a different school within the district, (3) migrated to another district, or (4) left public school teaching. Numbers were drawn from the 1987-88 Schools and Staffing Survey and the 1988-89 Teacher Followup Survey of the National Center for Education Statistics. Parallel analyses were made for turnover of teachers in general education. In general the results indicated that teacher turnover at the school level was significantly higher for special education than for general education teachers (20 percent versus 13 percent), and that teachers in special education were significantly more likely to leave public school teaching than their general education counterparts (7.9 percent versus 5.8 percent). With respect to turnover, teachers of students with learning disabilities were less likely than other special education teachers to leave their schools, but more likely to do so than general education teachers. The advantages of quantifying each component of teacher turnover were discussed, as well as the implications of these and other findings for public policy related to teacher retention and supply in

ED 362 011 FL 021 432

Kilgore, Michele
Conversational Analysis in Medical Settings. Annotated Bibliography.
PUB DATE- 21 Aug 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Discourse Analysis; *Helping Relationship; Interviews; Language Patterns; *Medical Evaluation; Medical Services; *Nurses; *Patients; *Physician Patient Relationship; *Physicians; Questioning Techniques; Satisfaction; Schemata (Cognition); Sociolinguistics
IDENTIFIERS- *Conversational Analysis; Patient Care

Eighteen works, including summaries, are cited in this bibliography. Topics include the nature of medical encounters; power, gender, and discourse change in physician-patient interviews; women's language in the medical interview; nurses' communication with physicians; and language patterns in therapeutic change. (JP)

ED 362 012 FL 021 435

De Prada Creo, Elena
The Process of Fossilization in Interlanguage.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the World Congress of Applied Linguistics Sponsored by the International Association for Applied Linguistics (9th, Thessaloniki, Greece, April 15-25, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Individual Characteristics; *Interlanguage; Interviews; Psychological Characteristics; Second Language Learning; Social Influences
IDENTIFIERS- *Fossilized Language

Twenty-five near native speakers of a second language (L2) were interviewed about the linguistic, sociological, psychological, and emotional reasons involved in the process of fossilization in foreign language learning. All of the subjects considered that their command of the target language was not as good as a native speaker's of that target language in many areas; however, they all agreed that their command of the target language was adequate for their professional and communication needs. Results also suggest that: fossilization can be conscious; it is not experienced as a problem by individuals; it is deeply connected to the idea of purpose; it can be determined by personal characteristics; it is deeply related to psychosocial factors; it is changeable and unpredictable; and it is difficult to eradicate (Contains 24 references.) (Author/JP)

ED 362 032 FL 021 495

Harris, Mary J. G.
Establishing an IEP Monthly Weekend Homestay.
PUB DATE- 14 Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Contracts; *English (Second Language); *Family Life; *Foreign Students; Higher Education; *Home Programs; Intercultural Communication; Language Skills; Letters (Correspondence); Limited English Speaking; Orientation; Program Design; *Program Development; Program Evaluation; Records (Forms); Skill Development; Weekend Programs
IDENTIFIERS- *Homestays; *Host Families; Iowa Wesleyan College

Guidelines and materials used at Iowa Wesleyan College (IWC) to plan homestay weekends for foreign students are presented. The IWC program is designed to help international students develop English listening and speaking skills, have students experience American home life, and promote intercultural communication and understanding. The materials include: a program outline to inform prospective host families; an application form for American hosts; a contract between American hosts and the IWC department of English as a Second Language (ESL); a host family notification letter; guidelines for speaking with limited-English-proficient (LEP) students; information sent to hosts concerning general and course-specific topics for discussion; a form for use by students in evaluating their homestay experiences; program information for prospective students; a student notification form; a student homestay application; a student homestay contract; a finalizing letter to hosts; and an end-of-year followup letter to hosts. (MSE)

ED 362 075 FL 800 526

Williams, Molly S.; Berry, Eve
ESL for the Family Curriculum Guide.
PUB DATE- 92
NOTE- 64p.; Filled print may affect legibility. Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Children; Childrens Literature; Community Colleges; *English (Second Language); Holidays; *Intergenerational Programs; *Language Skills; Parents; *Second Language Learning; Vocabulary
IDENTIFIERS- Family English Literacy

A curriculum guide for a family-based English-as-a-Second-Language program is presented. The first section contains information on participant recruitment and is followed by details on the class organization, including teaching techniques for parents and children, testing procedures, and field trips. Ten curriculum modules cover the following topics: personal information and family; time, calendar, seasons, and weather; food; clothing; housing; city and farm animals; money; community sites and transportation; health and medical issues; and spring. Several holiday activities are included: Halloween, Thanksgiving, Christmas, Valentine's Day, and Easter. The annotated bibliography contains 49 examples of children's literature appropriate for this class. Ten appendices provide reproducible guides to learning activities such as vocabulary drills and cutouts for finger puppets. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 362 171 IR 016 327

Jones, Judy I.; Simonson, Michael

Distance Education: A Cost Analysis.

PUB DATE- Jan 93
NOTE- 59p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300. For an abridged version, see ED 355 906.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cost Effectiveness; Cost Estimates; *Distance Education; *Educational Technology; *Electronic Classrooms; Elementary Secondary Education; Higher Education; *Interactive Video; Technological Advancement; *Telecommunications; Television
IDENTIFIERS- *Compressed Video; *Fiber Optics

The costs of three types of transmission technology in distance education are compared, and the costs for equipping and installing a distance education classroom are estimated. Two of the technologies--fiber optics and microwave--deliver two-way, full motion video and two-way audio. The third technology, compressed video, also delivers two-way audio and two-way video, but uses a computer device to compress the signal. Data about costs were collected through interviews with suppliers, users, and technical experts. If full motion video is essential, microwave is the most viable solution for shorter distances. Digital fiber is the best choice as far as quality and capacity are concerned, but high costs tend to negate advantages. Fiber is the most complex to install, and consequently very expensive. If compressed video is satisfactory for the situation, it is the least expensive alternative to install and remains cost-appropriate for longer distances. The standard classroom can be easily adapted for distance education without significant remodeling. A distance education classroom can be equipped for less than 30,000 dollars. Two-way interactive television is expensive to design and install, but neither complex nor difficult to use. Five appendixes provide considerations for distance education systems, specific cost estimates, and classroom design and equipment plans. (Contains 74 references.) (SLD)

ED 362 244 JC 930 470

Brown, James L.
The High School Partnership Program at Kansas City Kansas Community College.
PUB DATE- 26 May 93
NOTE- 11p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Placement Programs; College Preparation; *College School Cooperation; Community Colleges; *Dual Enrollment; General Education; High Schools; *High School Students; Partnerships in Education; Program Descriptions; Program Development; Two Year Colleges
IDENTIFIERS- Kansas City Kansas Community College

Kansas City Kansas Community College's (KCKCC's) High School Partnership Program was established in spring 1987 to enable outstanding high school seniors to earn both high school and college credit for college-level courses taken on their own campuses. Through the Partnership Program, KCKCC offers classes at 10 of the 17 high schools in its service area. When the program was first initiated, 28 students enrolled for 84 credit hours. In spring 1993, 239 students enrolled for 924 credit hours. The high school faculty who teach in the Partnership Program are recommended by their districts and approved by KCKCC personnel. They then become part of KCKCC's adjunct faculty and receive the same compensation. Classes, which are offered in response to requests from the school district, are held on the high school campuses during the regular school day. Compared to on-campus KCKCC classes, Partnership classes may meet a different number of hours per week and a different number of weeks per semester, but the student performance requirements, textbooks, and total number of hours met each semester are the same. The program has helped KCKCC establish positive connections with many of the feeder high schools in its area, and helped elevate the image of the college to the larger community. A table summarizes course offerings and enrollment information for the 10 participating high schools. (ECC)

ED 362 403 SE 053 679

Waldrip, Bruce G.; Giddings, Geoffrey J.
Educational Productivity and Science Education within a Developing Country.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; Developing Nations; Foreign Countries; Grade 10; High Schools; High School Students; *Science Education; Science Experiments; *Science Laboratories; Science Teachers; Secondary School Science; Sex Differences; *Teaching Methods
IDENTIFIERS- *Papua New Guinea

The study reported in this paper, combined qualitative (observation, interview and case study techniques) and quantitative (questionnaire and survey instruments) methods (n=3,182 Grade 10 students). The study (1) examined the relationship of current teaching practices to a number of variables that affected students' learning in science laboratory classrooms, (2) examined which factors affected academic success in an external science achievement examination, and (3) examined whether an education productivity model in the science education area was applicable to a developing country context, namely, Papua New Guinea. The study adapted a classroom environment instrument, the Science Laboratory and through its use demonstrated reliability. Analysis of data indicated boys had a more favorable attitude toward science than girls. Science academic achievement was related to quality and quantity of instruction, science laboratory learning environment scales, and gender. Teachers tended to prefer demonstrations to students doing experiments in small groups. Student laboratory work was highly structured. (PR)

ED 361 970 EC 302 440

Miller, Darcy E.
Preparing Future Teachers of Students with Behavior Disorders: New Roles and Challenges.

PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Conference of the Teacher Education Division of the Council for Exceptional Children (Charlotte, NC, November 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; *Change Strategies; Educational Change; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Social Change; Social Influences; *Teacher Education Programs; *Teacher Role

Due to challenging social conditions such as poverty, homelessness, illiteracy, unemployment, and drug abuse, teachers are faced with taking on new roles in order to meet students' needs. The roles of political activist, advocate, resource developer and manager, counselor, and vocational specialist are discussed in terms of their relationship to teachers of students with behavior disorders. Programs that prepare teachers of students with behavior disorders need to: (1) encourage and facilitate political activism among preservice teachers; (2) train students to become advocates; (3) emphasize resource development and management; (4) prepare teachers in therapeutic interventions appropriate for school settings; and (5) stress vocational and functional skill development through transition-oriented and community-based instruction. Along with the new roles for teachers, there need to come commensurately higher salaries, better working conditions, and improved status. (Contains 10 references.) (JDD)

ED 362 094 HE 026 702

On Your Way: A Guide for Single Parent Students at Washington's Public Colleges and Universities.

PUB DATE- Jun 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Students; College Admission; *College Attendance; College Choice; College Students; Day Care; Goal Orientation; Graduate Students; Higher Education; Medical Services; Nontraditional Students; *One Parent Family; Preschool Education; Public Colleges; Social Support Groups; Student Development; Student Financial Aid; Welfare Services
IDENTIFIERS- *Single Parents; *Washington

This booklet is a guide to higher education study for single parents, particularly those attending public colleges and university in the state of Washington. It covers college application and entry, financial issues, housing, childcare, and special assistance. An opening section, "Getting Started," suggests places to research schools and careers, and how to begin the application process. A section on choosing schools describes types of schools, factors to consider, and options for beginning such as community college or correspondence courses. A section on applications covers the process for undergraduate, graduate and professional schools, transcripts, letters of reference, acceptance, placement tests, and transfers. The next section discusses school administered financial aid, government social service aid, veterans programs, housing and energy assistance, and other resources. The following section describes how to request and find assistance with food, housing and energy assistance; transportation; child care and preschool education; medical services and insurance; and personal and academic assistance. A section on personal skills and issues looks at change and children, time management, parenting, and support groups. Appendixes list resources, tuition and fees at state public colleges and universities, and sample admissions and financial aid deadlines. Also included are a resource list, and helpful telephone numbers. (JB)

ED 362 114 HE 026 722

Weinstein, Laurence A.
Moving a Battleship with Your Bare Hands: Governing a University
System. First Edition.
PUB DATE- 93
NOTE- 302p.; Foreword by Anthony S. Earl.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Administrator Attitudes; Administrator Role; College Administration; College Faculty; Educational Finance; Educational Quality; *Governance; *Governing Boards; Government School Relationship; Higher Education; State Universities; Teacher Attitudes; *Trustees
IDENTIFIERS- *State College and University Systems; *University of Wisconsin System

This volume offers personal reflections and professional advice on governing a state university system from the former president of the University of Wisconsin (UW) System Board of Regents, Laurence A. Weinstein. The book is organized into 10 chapters. Chapter I outlines Weinstein's background and his vision of the role of university system governance. Chapter II describes the two Wisconsin systems, their merger, and the resulting governance system. Chapter III looks at the regent selection process and political issues and how to deal with them. Chapter IV discusses regents' role and presents seven principles for regents that make change possible. Chapter V looks at internal and external obstacles to change and views of governance, tenure and faculty issues, inter-system politics, consensus, and lack of flexibility and efficiency. Chapter VI analyzes several actual regent actions for uniform policies, and regent actions when others failed to act. Chapter VII describes assessment of financial resources and discusses types of financial sources. Chapter VIII discusses educational quality and focuses on access issues, quality, and options for downsizing. Chapter IX looks at the role of regents, administrators, faculty, political leaders, and the media. Chapter X, a "postscript," offers an assessment of Donna Shalala, Secretary of the Department of Health and Human Services, and presents reasons for viewing her as a consummate campus administrator. Includes chapter notes and an index. (JB)

ED 362 132 HE 026 740

Howe, Richard D.; And Others
Salary-Trend Studies of Faculty for the Years 1989-90 and 1992-93 in the Following Academic Disciplines/Major Fields: History...Visual and Performing Arts.

PUB DATE- 93
NOTE- 306p.; For a related document, see HE 026 739.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Audiology; *College Faculty; Comparative Analysis; Departments; Higher Education; History; Home Economics; *Intellectual Disciplines; Interdisciplinary Approach; Library Science; Mathematics; Nursing; Philosophy; Physical Sciences; Physics; Political Science; Psychology; Religion; Social Sciences; Sociology; Speech Pathology; Teacher Education; *Teacher Salaries; Theater Arts; Trend Analysis

This volume provides comparative data for faculty salaries in public and private colleges and universities, based on two surveys of 738 and 485 institutions conducted in 1988-89 and 1992-93 respectively. Data are provided for the following disciplines: History; Home Economics; Library Science; Mathematics; Multi/Interdisciplinary Studies; Nursing (R.N. Training); Philosophy and Religion; Physical Sciences; Physics; Political Science and Government; Protective Services; Psychology; Reading Teacher Education; Social Sciences; Sociology; Special Education; Speech Pathology and Audiology; Teacher Education; and Visual and Performing Arts. A summary of the overall average salary increase between the baseline year of 1988-89 and the trend year, 1992-93, for both public and private institutions is presented for each discipline. Data from institutions participating in both years are compared with each other and with the consumer price index. Average salaries by rank, the faculty mix percentage, and comparisons with other disciplines and between the public and private institutions are also included. The participating institutions are listed. (GLR)

ED 362 151 IR 016 307

Beissner, Katherine L.; And Others

Using and Selecting Graphic Techniques To Acquire Structural Knowledge.

PUB DATE- Jan 93
NOTE- 23p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; Instructional Design; Models; Problem Solving; *Visual Aids
IDENTIFIERS- Concept Maps; Elaboration; Graphic Organizers; *Graphic Representation; Semantic Feature Analysis; Semantic Mapping

This paper describes the characteristics of graphic techniques, such as networks, pattern notes, semantic maps, and graphic organizers, that can be used to acquire knowledge of relationships between concepts in a content area. The implications for research and instructional design are considered, and nine types of these techniques are described and illustrated. A model that proposes different effects of these graphing strategies based upon the cognitive processes required to construct the graphic is presented. Hierarchically organized graphics require analysis and elaboration of content and seem to enhance recall and transfer of learning. Heterarchical graphics require integration of content, which facilitates inference and problem-solving. While other

characteristics of graphic techniques may affect learning outcomes, the primary differences will result from the types of cognitive processes induced when the graphics are generated. (Contains 36 references.) (KRN)

ED 362 191 IR 016 347

Nuttall, Alice E.
The Design of Effective Case Study-Related Learning Strategies Training.
PUB DATE- Jan 93
NOTE- 29p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Business Education; *Case Studies; College Students; Higher Education; Individual Characteristics; *Instructional Design; *Learning Strategies; Models; Performance; Research Design; *Social Cognition; Student Motivation; Theories; *Training; Worksheets
IDENTIFIERS- Expectancy Theory

The development of case study training materials for an experimental research strategy is described, and the effects of such training are discussed. The theoretical foundation for learning strategies training was a social-cognitive/expectancy value model of college learning and teaching. In a posttest-only 2-group design, 54 students in an associate degree business program at a state university were given a short business management case with background information about the primary functions of management. Subjects completed analysis tasks during four 75-minute sessions over 2 weeks. Assessments of performance were made; and relationships among individual characteristics, experimental outcomes, learning strategy use, and strategy value were examined. The learning strategy training resulted in significant performance increases in listing the symptoms of case problems and in labeling them according to management function or process. Results indicate that task-related learning strategy training is a viable method for increasing academic performance; and that task-related learning strategy training may affect synergistic interactions among learning strategy use and value, performance, motivation, and individual characteristics. Implications for educational practice are discussed. Two figures illustrate the discussion. Five appendixes give instructions for the training sessions, guidelines for problem analysis, a review sheet on management functions, an example sheet, strategies hints, and a worksheet for the pretest case. (Contains 34 references.) (SLD)

ED 362 209 IR 016 365

Todd, Nancy I.
Faculty Concerns as Gateways to Teacher Competency with Computer Technologies.
PUB DATE- Jan 93
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Computer Assisted Instruction; Computer Literacy; Educational Innovation; *Educational Technology; *Experience; Higher Education; Interviews; Models; Questionnaires; Teacher Attitudes; *Teacher Competencies; Teacher Education; Technological Advancement
IDENTIFIERS- *Concerns Based Adoption Model; Stages of Concern about the Innovation

Faculty concerns about integrating computers in teacher education courses were studied for 26 members of the education faculty at a northwest university. Faculty members responded to the Stages of Concern about an Innovation Questionnaire and discussed their concerns in interviews. The Concerns-Based Adoption Model, which provided the conceptual framework, identifies seven dimensions of concern. Questionnaire data indicate that the faculty as a whole had the most intense and frequent concerns in the self-concern category of awareness, information, and personal. Experienced instructional users had more intense concerns about the impact stages of use than did the inexperienced users. The most important factor influencing the stage of concern was whether or not the respondent had experience incorporating computing assignments in courses. Implications of these findings for teacher education are discussed. One figure and two tables present study findings. (Contains 14 references.) (SLD)

ED 362 263 PS 021 658

Solving the Maze of Federal Programs for Children & Families: Perspectives from Key Congressional Staff. Special Report #1 and Executive Summary.

PUB DATE- 93

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Child Welfare; Cooperative Programs; *Coordination; Elementary Secondary Education; *Family Programs; *Federal Programs; Program Effectiveness; *Program Improvement

IDENTIFIERS- Aid to Families with Dependent Children; Earned Income Tax Credit; Education Consolidation Improvement Act Chapter 1; Food Stamp Program; Job Training Partnership Act 1982; Medicaid; Project Head Start; School Lunch Program; Women Infants Children Supplemental Food Program

This report summarizes discussions from two round-table seminars exploring federal programs that affect children and families. Ideas presented in this report are organized around five topics: (1) symptoms of fragmented federal programs for children and families; (2) why coordinated services for children and families are so rare; (3) what Congress could do to make federal programs more effective and efficient; (4) legislative provisions to promote coordinated services; and (5) what the Clinton Administration can do to make federal programs for children and families more coherent. Appendices include a list of seminar participants, who represented a cross section of key Congressional staff responsible for a wide range of programs, including Aid to Families with Dependent children, the Earned Income Tax Credit, Chapter 1, Food Stamps, Head Start, Medicaid, and housing assistance for the poor. Also appended are brief descriptions of 10 major federal programs affecting children and families, and a few facts about children and families in the United States. (MM)

ED 362 283 PS 021 703

Pennsylvania Child Care/Early Childhood Development Training System.

PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Family Day Care; Inservice Teacher Education; Regional Programs; *School Age Day Care; *Staff Development; State Programs
IDENTIFIERS- *Caregiver Training; *Pennsylvania

The Pennsylvania Child Care/Early Childhood Development Training System offers comprehensive training opportunities to the Pennsylvania Department of Public Welfare's licensed and registered child care providers, including center-based staff, school-age child care staff, and home-based providers. This booklet outlines state-mandated training requirements for child care providers and describes specific training programs. Programs for center-based staff are offered by Louise Child Care, a private, non-profit organization headquartered in Pittsburgh and providing courses primarily in the western part of the state, and Marywood College, located in Scranton and providing courses primarily in eastern Pennsylvania. Training programs for school-age child care staff are offered by the Pennsylvania School-Age Child Care Project throughout the state. Training for home-based care providers is offered by the Keystone University Research Corporation in Erie and the Better Kid Care Project in University Park, both of which offer state-wide training. The Early Childhood Education Linkage System operates a toll-free hotline for child care staff who need advice about health and safety issues, and also publishes a quarterly newsletter on this topic. (MDM)

ED 362 303 PS 021 742

Nash, Alison; Fraleigh, Kimberly
The Influence of Older Siblings on the Sex-Typed Toy Play of Young Children.
PUB DATE- Mar 93
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Family Influence; Females; Males; *Play; *Preschool Children; Preschool Education; *Sex Differences; Sex Stereotypes; Sexual Identity; Sharing Behavior; *Sibling Relationship; *Toys
IDENTIFIERS- Sibling Modeling

To examine the influence of older siblings on the sex-typed toy play of younger siblings, a study was undertaken of 60 children, 2 to 5 years old, with equal numbers of boys and girls with older brothers, older sisters, and no older siblings. Children's toy collections were inventoried and classified into conventionally male toys, or toys of the world, such as transportation vehicles, sports equipment, and action figures, and conventionally female toys, or toys of the home, such as dolls and housekeeping toys. Parents were surveyed to determine children's favorite toys and the extent that toys were shared among siblings. Results of the study included the following: (1) toy collections were found to be strongly related to gender, with boys playing with more toys of the world and girls with more toys of the home; (2) girls with older sisters had more girl-typed toys than other girls, and boys with older brothers had more boy-typed toys than other boys; (3) boys with older sisters had more girl-typed toys than other boys but, surprisingly, girls without older brothers had more boy-typed toys than other girls; (4) while all of the same-sex siblings shared toys, only 54% of opposite-sex siblings reported sharing; and (5) with respect to opposite-sex siblings, 86% of the younger brother-older sister pairs shared most of their toys, while 17% of the younger sister-older brother pairs did so. (BCY)

ED 362 324 PS 021 805

Friendly, Martha; And Others
Child Care for Canadian Children and Families. Occasional Paper No. 1.

PUB DATE- 91
NOTE- 43p.; For related documents, see PS 021 806-807. Paper originally prepared for "Canada's Children: The Priority for the 90's," a national symposium held by the Child Welfare League of America/Canada (Ottawa, Ontario, Canada, October 27-30, 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Day Care; Day Care Centers; Early Childhood Education; Family Day Care; *Federal Legislation; Foreign Countries; *National Programs; *Parents; Program Effectiveness; *Public Policy; School Age Day Care; Standards
IDENTIFIERS- *Canada

This report explains the state of child care in Canada and proposes specific solutions to remedy the inadequacies of the current system. Part one discusses the changing composition and needs of Canadian families, defines the nature of child care, and explains what a comprehensive child care system should consist of. Part two addresses the difficulties that many families have in obtaining adequate child care, the availability of regulated child care, the high cost of such care, and the components of high quality child care. Part three presents some solutions to these problems, outlining the current national child care policy, the debate about child care policy in the 1980s, and possible solutions for the future. Contains 84 references. (MDM)

ED 362 344   RC 019 298

O'Brien, Sharon
American Indian Tribal Governments. The Civilization of the American Indian Series, Volume 192.
PUB DATE- 89
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian History; American Indian Reservations; *American Indians; Elementary Secondary Education; *Federal Indian Relationship; Federal Legislation; *Governance; Government Role; Treaties; Tribally Controlled Education; Tribal Sovereignty; *Tribes
IDENTIFIERS- *State Tribal Relationship; *Tribal Government

This book describes the struggle of American Indian tribes and their governments to achieve the goals of freedom and tribal sovereignty. Part 1 provides a case study of the Mississippi Choctaws and their efforts to reestablish their tribal government, and introduces the structure, function, and values of the traditional governments of the Haudensaunee (the Iroquois League), the Muscogees, the Lakotas, the Isleta Pueblo, and the Yakimas. Part 2 reviews the history of the relations between American Indians and the European colonial powers, and the relations between American Indians and the United States from the 1780s through the 1890s. This section also surveys the various and contradictory U.S. government policies in force since the end of the Indian wars and analyzes their effects on tribal governments. Part 3 examines in detail the effect that the U.S. government has had on the structures and powers of the modern governments of the tribes introduced in the first section. The powers of tribal governments are described, including tribally controlled education. Part 4 examines the parameters of tribes' relationships with both the federal and state governments, present limitations on tribal authority, and options that tribal governments have in directing their future development. This book contains an index, a glossary, numerous photographs, maps, figures, an extensive list of important events in American Indian history, and a bibliography of over 500 items. (LP)

ED 362 381 SE 053 572

Matyas, Marsha Lakes, Ed.; Dix, Linda Skidmore, Ed.
Science and Engineering Programs: On Target for Women?
PUB DATE- 92
NOTE- 236p.; Report of the Conference on Science and Engineering
Programs (Irvine, CA, November 4-5, 1991).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Books (010)
DESCRIPTORS- *Career Choice; College Science; Conference Proceedings; Engineering Education; *Females; Graduate Study; Higher Education; Science Education; *Scientists; Sex Differences; Teacher Education; Undergraduate Study

To increase women's participation in science and engineering, many barriers must be overcome. This book, an outcome of a conference held by the National Research Council's Committee on Women in Science and Engineering, summarizes presentations of many experts and presents information on specific strategies for increasing the participation of women in science and engineering at the undergraduate and graduate levels of study and in all employment sectors. This document also incorporates the more informal deliberations at the conference. The book contains the following chapters: (1) "The Benefits of Diversity in the Science and Engineering Work Force" (L. S. Wilson); (2) "Interventions Defined, Implemented, and Evaluated" (E. Stage); (3) "Overview: The Status of Women in Science and Engineering" (M. L. Matyas); (4) "Promoting Undergraduate Studies in Science and Engineering" (M. L. Matyas); (5) "Promoting Graduate and Postdoctoral Studies in Science and Engineering" (J. Sherry and L. S. Dix); (6) "Promoting Science and Engineering Careers in Academe" (G. Sposito); (7) "Promoting Science and Engineering Careers in Industry" (E. M. Conwell); and (8) "Promoting Science and Engineering Careers in the Federal Government" (L. S. Dix). (PR)

ED 361 951 EC 302 419

Choate, Joyce S., Ed.
Successful Mainstreaming: Proven Ways To Detect and Correct Special Needs.
PUB DATE- 93
NOTE- 478p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Collected Works - General (020)
DESCRIPTORS- Arithmetic; *Classroom Techniques; *Diagnostic Teaching; *Disabilities; Elementary Education; Handwriting; *Individualized Instruction; Language Arts; *Mainstreaming; Mathematics Instruction; Problem Solving; Reading Comprehension; Reading Instruction; Science Education; Social Studies; Special Needs Students; Speech Instruction; Spelling;

*Teaching Methods; Theory Practice Relationship; Word Problems (Mathematics); Word Recognition; Writing Instruction

This book of 16 chapters by various contributors is intended to assist teachers to translate theory into practical classroom strategies for mainstreaming children with disabilities. It includes guidelines for the detection of 101 special needs and more than 1000 corrective strategies. Chapters have the following titles and authors: "Teaching All the Students: A Mandate for Educators" (Robert A. Gable and Jo M. Hendrickson); "Special Needs of Special Populations" (Joyce S. Choate); "Special Instruction: Some Basic Principles" (Joyce S. Choate); "Recognizing Words: The Tools for Reading Comprehension" (Joyce S. Choate and Thomas A. Rakes); "Reading Comprehension: Process, Skills, and Strategies" (Joyce S. Choate and Thomas A. Rakes); "Speech: The Process of Oral Communication" (Paulette J. Thomas and Fairy F. Carmack); "Language: The Foundation of Learning" (Paulette J. Thomas and Fairy F. Carmack); "Written Expression: Process and Product" (Thomas A. Rakes and Joyce S. Choate); "Handwriting and Spelling: Tools for Written Communication" (Lamoine J. Miller et al.); "Arithmetic Computation: From Concrete to Abstract" (Brian E. Enright and Joyce S. Choate); "Mathematical Problem Solving: The Goal of Mathematics" (Brian E. Enright and Joyce S. Choate); "Relevant Science: Topics, Process, and Strategies" (Thomas A. Rakes and Joyce S. Choate); "Social Studies: Topics, Process, and Strategies" (Lana J. Smith and Dennie L. Smith); "Managing Classroom Behavior To Enhance Teaching and Learning" (Frank J. Sparzo and James A. Poteet); "Instructional Management for Student and Teacher Success" (William H. Evans et al.); and "Collaboration in the Schools: Ensuring Success" (Robert A. Gable et al.). References are included for individual chapters. (DB)

ED 362 054 FL 021 521

Forsberg, Vivian M.
A Pedagogical Grammar of Tboli.
PUB DATE- 92
NOTE- 111p.; For the complete journal issue, see FL 021 520.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Foreign Countries; *Grammar; *Morphology (Languages); Pronunciation Instruction; *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Tagabili

Tboli is a language spoken by people living in southwestern Mindanao, Philippines, in the province of South Cotabato. The pedagogical grammar of Tboli has been written to help non-Tboli interested in learning to speak Tboli. A discussion of spelling and pronunciation includes the alphabet and spelling rules. Other forms of grammar described are nouns, adjectives, adverbs, and personal and demonstrative pronouns. Phrases and nonverbal and verbal sentences are discussed, with emphasis on the focus system. Location, time words, negatives, and questions are also described. Two particular difficulties with Tboli are pronunciation and the focus system. (Contains 2

ED 362 076 HE 026 512

Utah System of Higher Education Data Book (Supplement to Operating Budget Request) 1991-92.

PUB DATE- Dec 90
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; Comparative Analysis; Degrees (Academic); Educational Finance; Enrollment; *Higher Education; Instructional Student Costs; Libraries; Program Descriptions; School Demography; *Statistical Data; Student Financial Aid; Tuition; Vocational Education
IDENTIFIERS- *State College and University Systems; *Utah

This publication offers a comprehensive statistical look at the Utah state higher education system covering enrollment, degrees, tuition and fees, financial information, and comparative analysis. Introductory information includes a general description of the system, a map showing campus locations, a listing of organizational names, institutional councils, presidents of member institutions, and an organizational chart. Individual sections present information on: (1) degrees and awards at all institutions with comparative information from traditional non-public institutions; (2) enrollment figures by institution, market share, growth, by course, and by residency; (3) vocational education; (4) tuition and fees; (5) student financial aid participation and default rates; (6) financial information; (7) budget history for the system as a whole and for each individual institution; (8) results of a cost study by major program showing direct and calculated indirect instructional costs for each institution and for the whole system; (9) statistics on system-wide staffing; (10) salary and compensation including comparison with groups of schools similar to Utah institutions; (11) libraries; and (12) faculty compensation and tuition and fees for Utah system institutions compared to select sets of "peer" institutions. (JB)

ED 362 033 FL 021 496

Martin, Pierre
De la base cerebrale du fonctionnement phonique d'une langue (On the Neural Basis of Language at the Phonic Level). Publication B-189.
PUB DATE- 93

NOTE- 103p.
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Disorders; Foreign Countries; *Language Research; *Language Role; *Linguistic Theory; *Neurolinguistics; *Neurological Organization; *Phonics

Current research on the contributions of neurobiology to the understanding of language, and more specifically of phonics, is reviewed. After an introductory section, the second section provides a brief historic perspective on neurolinguistic research, beginning in the early nineteenth century. The third section focuses on what is known about the connection between the evolution of the human brain and the development of human language. Section four describes the physical composition and functioning of the brain, and the subsequent section identifies and discusses studies of the language zones. Issues specific to aphasiology, as distinguished from general neurolinguistics, are then discussed, and related technical terminology is defined. Major research in the last 20 years concerning the phonic aspects of neurolinguistics is reviewed, and the final section offers a model of the neurological function of phonics. A substantial bibliography is appended. (MSE)

ED 362 227 JC 930 449

Flores, Agnes L.; And Others
Developing Partnerships for Adult Literacy Training:
College/Community Cooperation.
PUB DATE- 24 May 93
NOTE- 38p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; *Agency Cooperation; Agency Role; Community Colleges; Computer Assisted Instruction; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Grantsmanship; Labor Force Development; *Literacy Education; Program Descriptions; School Community Relationship; Two Year Colleges

The Corpus Christi Literacy Council (CCLC) is an independent, non-profit educational organization operating through joint partnership and grant activities with Del Mar College (DMC) and community and government organizations in the Corpus Christi (Texas) area. The major purposes of the council are to establish comprehensive reading programs for illiterate and functionally illiterate adults and to identify, support, and expand other local literacy projects. Among CCLC programs are one-on-one tutoring services; Project Advance, which provides classes in conversational English and basic literacy; the MicroRead Program which offers computer-assisted and classroom instruction at DMC's West Campus; satellite literacy programs; a computer-assisted literacy lab; and tutor-training for other agencies. In its 6 years of operation, the CCLC has served a total of 1,949 students, and certified 1,173 volunteer tutors. Among the agencies and organizations which have undertaken joint/partnership grant efforts with CCLC are DMC; a workforce development corporation; the local housing authority; and public libraries. In creating such partnerships, it is important to block out individual and joint responsibilities, engage in careful and detailed planning, and obtain necessary funding. Brief descriptions of CCLC's joint projects; a sample Project Design Chart; information on writing and monitoring partnership grants; pie charts indicating CCLC funding sources and expenditures; and a detailed description of DMC's Computer Assisted Learning Laboratory are included. (PAA)

ED 362 363 RC 019 331

Alvarado, Andrew; And Others
The Labor Market in the Central California Raisin Industry: Five Years after IRCA. California Agricultural Studies.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Dec 92
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Demography; Labor Market; *Labor Supply; Mexican Americans; *Migrant Workers; *Personnel Management; Seasonal Employment; *Seasonal Laborers; Undocumented Immigrants; *Work Environment
IDENTIFIERS- *California (Central); *Immigration Reform and Control Act 1986

This report examines the effects of the Immigration Reform and Control Act of 1986 (IRCA) on the raisin industry's labor market, and provides educators with background on California migrant workers and their deteriorating working conditions. Because the raisin harvest lasts only 3-4 weeks but employs 40,000-50,000 workers, any effects of IRCA on agricultural labor markets should be most visible in the raisin grape industry. Interviews were conducted with 125 raisin harvest workers, 323 growers, and 12 industry experts. The worker sample was 92 percent male, entirely Hispanic (94 percent born in Mexico), with a median age of 28. Workers' educational level averaged 6 years, and 87 percent understood little or no English. About 35 percent were working illegally. Raisin growers increasingly used farm labor contractors to hire and oversee workers. Use of contractors eliminated employer paperwork, avoided many government regulations, and reduced labor supply concerns. However, use of contractors also increased the "distance" between growers and workers and the possibility of unscrupulous middle-man practices, while contractor fees resulted in lower wages for workers. Fears that IRCA would reduce the supply of agricultural laborers have not materialized. Undocumented workers continue to provide an ample supply of workers, and growers remain dependent on this source as workers legalized by IRCA move to better jobs in other crops. Unfortunately, the ample labor supply has left employers disinterested in providing training or improved wages and benefits for their workers. Survey instruments for workers and growers are appended. (SV)

ED 362 404 SE 053 680

Astin, Alexander W.; Astin, Helen S.
Undergraduate Science Education: The Impact of Different College Environments on the Educational Pipeline in the Sciences. Final Report.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 92
NOTE- 384p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Biology; *Career Choice; College Faculty; *College Science; Educational Research; Engineering Education; Higher Education; *Majors (Students); Mathematics Education; Peer Influence; Science Education; Science Interests; Student Attitudes; Teaching Methods; *Undergraduate Students; Undergraduate Study

The principal purpose of this empirical study was to identify factors in the backgrounds and college experiences of American undergraduate students that affect their interest in studying science and in pursuing science-related careers. Four-year longitudinal data were obtained from 27,065 freshmen who entered 388 four-year colleges and universities in the fall of 1985 and were followed up four years later in the fall and winter of 1989-90. Scores on college admissions tests and on graduate and professional school admissions tests taken four years later were included. Survey data were also obtained from students' faculty. Between the freshman and the senior years, the percentage of students majoring in fields of natural science, mathematics, and engineering (SME) declined from 28.7 to 17.4. Losses were greatest in the biological sciences and next in engineering. Despite the declining interest of students in science majors and careers during the college years, interest in obtaining masters and doctoral degrees increased during the same period. The strongest predictor of changes in students' interest in science majors or careers is the students' entering level of mathematical or academic competency. The greater the proportion of a student's peers majoring in a SME field the more likely that person is to choose a career in the same field. Appendixes include the survey forms, site visit protocols, and a 55-page table providing profiles of persisters, defectors, and recruits. (Contains 78 references.) (PR)

ED 361 971 EC 302 441

Miller, Darcy; And Others

Females with Emotional and Behavioral Disorders: Unique Considerations.

PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Conference of Teacher Educators for Children with Behavioral Disorders (Phoenix, AZ, November 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavior Disorders; Behavior Patterns; Child Abuse; Delinquency; Elementary Secondary Education; *Emotional Disturbances; *Evaluation Methods; *Females; Individual Characteristics; Sexual Abuse; *Student Characteristics; Substance Abuse; Truancy

This paper offers profiles of females with behavioral/emotional disorders and suggests that these young women have unique needs. The paper discusses selected characteristics and assessment considerations and offers recommendations that will facilitate more responsive social, correctional, and educational programming. Characteristics of these young women include truancy and running away from home; familial patterns of sexual and physical abuse; dependency, withdrawal, and defiance or passivity; criminal behavior; ineffective instructional and transition programs; and addictive behavior. Comprehensive interdisciplinary assessment should include depression inventories; checklists of social competence; and standardized and criterion-referenced measures of cognitive, academic, and social skills. Recommendations call for effective educational prevention and treatment programs designed with gender differences in mind, comprehensive research studies that examine the characteristics of females with emotional/behavioral disorders, and training of educators and other professionals in gender differences and recognition of behavioral indicators. (Contains 20 references.) (JDD)

special education. (Author/DB)

ED 361 991 EC 302 462

Menyuk, Paula; And Others
Developmental Changes in Metalinguistic Abilities of Language Impaired Children.
SPONS. AGENCY- National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Developmental Stages; *Early Intervention; Elementary Education; Elementary School Students; Instructional Effectiveness; Intelligence Quotient; *Language Acquisition; *Language Handicaps; Metacognition; *Metalinguistics; Reading Ability; Semantics

This study evaluated (1) whether the metalinguistic difficulties of younger children with language impairments are similar to those of older children and (2) whether there are any age differences in the ability of children to use encoding and retrieval strategies provided them. Fifty-two younger children (ages 5.0 to 8.9 years) and 88 older children (ages 9.0 to 11.9 years), all with oral language or reading problems, comprised the study population. Subjects were given standard oral and reading tests, a non-verbal intelligence test, and a set of metalinguistic tasks. Subjects were given the metalinguistic tasks again 9 months later under varying conditions designed to help improve performance. The study found that initially there were significant differences between the groups on every measure of metalinguistic processing, all in favor of the older group. The later scores, however, indicated that the young children improved more than the older children in all aspects though degree of improvement was related to type of task and particular diagnostic group. Results suggest that intervention in the beginning school years can have a positive effect on metalinguistic abilities, especially in the area of semantics. (Contains nine tables/graphs.) (DB)

ED 362 013 FL 021 445

Gonzalez, Virginia; Schallert, Diane L.

Influence of Linguistic and Cultural Variables on Conceptual Learning in Second Language Situations.

PUB DATE- Apr 93
NOTE- 63p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Cultural Context; English; Higher Education; *Language Patterns; Second Language Learning; *Second Languages; *Semantics; *Spanish; Undergraduate Students
IDENTIFIERS- *Gender (Language)

A study investigated the way in which monolingual English-speaking college students developed new concepts for the linguistic structures and sociocultural symbolic meanings of gender that are unique to the Spanish language. Subjects were seven students of first-year intensive Spanish. They were asked to perform two problem-solving tasks: defining, on paper, three nouns denoting specific linguistic gender cases for animates in Spanish; and verbal construction of three complete sentences for use in a restaurant situation. Cognitive, cultural, and linguistic factors influencing concept formation were assessed. The seven cases were compared and analyzed individually. Results suggest a triple interaction between cognitive, cultural, and linguistic factors. In verbal reports it was found that the learner could access higher or lower forms of knowledge and perform at different developmental levels in relation to the particular semantic and linguistic characteristics of the second language content knowledge. At the same time, individual learning approaches related to individual learning histories emerged. The findings suggest that verbal reports can be used to enhance concept formation, and thereby improve second language learning. The study is preceded by a seven page summary. (MSE)

references.) (JP)

ED 362 055 FL 021 522

Kilgour, Heather; Hendrickson, Gail
Bantoanon Phonology.
PUB DATE- 92
NOTE- 27p.; For the complete journal issue, see FL 021 520.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Language Patterns; *Linguistic Borrowing; *Phonemes; *Phonology; Political Influences; Social Influences; Uncommonly Taught Languages
IDENTIFIERS- *Banton

The Bantoanon language has borrowed from Spanish and English, as well as from Hiligaynon and Tagalog. Many of the borrowed words have been assimilated into the Bantoanon phonemic patterns. In this paper on Bantoanon phonology, discussion focuses on the phonology of native Bantoanon words and the added phonemic patterns and phonemes resulting from borrowing. Higher level phonology, syllable patterns, the phoneme, and residue (consonant clusters that appear as a result of the incorporation of loan words into the language) are described. (Contains 3 references.) (JP)

ED 362 115 HE 026 723

Saunders, Mary; And Others

Women in Universities: Survey of the Status of Female Faculty and Students at Canadian Universities.

PUB DATE- Nov 92

NOTE- 87p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Choice; *College Students; Day Care Centers; Dropouts; *Females; Foreign Countries; *Higher Education; Salary Wage Differentials; School Safety; *Sex Bias; Sex Differences; Sexism in Language; Sexual Harassment; Student Attitudes; Student College Relationship; *Universities; *Women Faculty

IDENTIFIERS- Campus Child Care; *Canada

The study of women faculty and students at Canadian Universities reported in this document covered 10 areas of academic life. The study involved two questionnaires, one directed to the President's Office and/or faculty representative and one to students. Responses were received from 55 percent of the 82 President/Faculty questionnaires and 42 student questionnaires were returned from 32 institutions. Findings include the following: (1) lack of child care for faculty and students is a significant problem; (2) much remains to be done to achieve a balance of male/female perspectives and scholarship; (3) half of institutions have initiatives in place to encourage women to pursue non-traditional fields; (4) 50 percent of institutions had a gender-neutral language policy; (5) 91 percent of institutions have sexual harassment policies; (6) campus safety measures vary widely depending on various factors; (7) there is some limited acknowledgement of the differences in career paths between women and men; (8) 50 percent of students reported that they had no access to a female faculty member as a mentor; (9) only 34 percent of universities collected information on dropouts; (10) improvement has occurred in salary equity for women faculty but discrepancies are still apparent; and (11) half of respondent institutions have Affirmative Action or Employment Equity plans. Appendixes contain the questionnaire with response summaries, statement of rationale, list of participants, list of information received from universities along with their questionnaires, and a list of participating clubs and members. (JB)

ED 362 133 HE 026 741

Cardozier, V. R.
Colleges and Universities in World War II.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Freedom; College Faculty; *Colleges; *Curriculum Development; *Educational Change; *Educational Environment; Educational Finance; Educational History; Enrollment; Higher Education; History; Medical Research; Military Service; Patriotism; Research and Development; Second Language Instruction; Social Change; Undergraduate Study; *Universities; *World War II
IDENTIFIERS- Army Specialized Training Program; G I Bill; Reserve Officers Training Corps

This book examines the impact of World War II on college campuses and how the large military influence during that period affected such areas as the emergence of new fields of study, the role of the professor, and the social utility of higher education. Specific chapters examine Army, Navy, and Army Air Forces College Training Programs; how colleges adjusted to the war; the impact of military training on college campuses; and the role of colleges and universities in defense extension programs. Overall, the war is seen to have had significant impact on colleges and universities, the effects of which, in different ways, continued to be felt for years afterward. The final chapter examines these changes in the areas of finance, academic freedom, the development of services for veterans, the creation of academic credit for military service, and the creation of the GI Bill. (Contains a 143-item bibliography.) (GLR)

ED 362 152   IR 016 308

Bohlin, Roy M.; And Others

Factor Analyses of the Instructional Motivation Needs of Adult Learners.

PUB DATE- Jan 93

NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Students; Attention; College Students; Factor Analysis; Higher Education; Instructional Design; *Motivation; *Nontraditional Students; Relevance (Education); Student Attitudes; Tables (Data)

IDENTIFIERS- *ARCS Model; Course Effort Survey; Course Interest Survey; *Learning Environments; Student Surveys

To learn more about the motivational factors of adult learners, data were collected regarding the instructional motivation perceptions of adults in a variety of learning environments. Subjects in the first phase of the study were a mixture of 183 graduate and undergraduate students enrolled in credit and noncredit education courses of 4 medium-sized state universities. Subjects in the second phase were 147 students enrolled in community adult education classes in a suburb of a large midwestern city. Phase 1 subjects were administered the Course Interest Survey Revised (CISR) and the Course Effort Survey Revised (CESR); phase 2 students were administered the CISR only. Data analyses included means and standard deviations for each test item. Additional analyses included orthogonal transformation solution-varimax factor analysis. Results showed some support for Keller's ARCS (attention, relevance, confidence, and satisfaction) Model for Design of Motivating Instruction. Adults in university courses and workshops were found to have much different instructional needs than adults in community workshop classes. The responses of the subjects in community classes provided less support for Keller's work. (Contains 17 references.) (KRN)

ED 362 172 IR 016 328

Kenny, Richard F.
The Effectiveness of Instructional Orienting Activities in Computer-Based Instruction.
PUB DATE- Jan 93
NOTE- 22p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advance Organizers; Comparative Analysis; *Computer Assisted Instruction; Elementary Secondary Education; Higher Education; *Instructional Design; *Instructional Effectiveness; Literature Reviews; Study Guides; Tables (Data)
IDENTIFIERS- Generative Computer Assisted Instruction; *Graphic Organizers; Schema Theory

Research literature pertaining to the use of instructional organizers is reviewed, and a comparative analysis is made of their effectiveness with computer-based instruction (CBI). One of the earliest forms of instructional organizer is the advance organizer, first proposed by David Ausubel (1960, 1963) which is meant to facilitate the retention of meaningful verbal information. Other instructional organizers include the graphic organizer, a tree diagram that introduces new material, and the pictorial graphic organizer, which can be presented to students or developed with their assistance. Research pertaining to the use of instructional organizers in CBI has not been extensive. The two theoretical approaches that have guided this work are those of the generative learning hypothesis and schema theory. Evidence for the success of instructional organizers has not been consistent, and it appears that no single theoretical approach is sufficient in itself to predict the effectiveness of instructional orienting techniques and to guide their design. Further research is needed on the application of generative learning and schema theory to CBI. Four tables summarize research results. (Contains 78 references.) (SLD)

ED 362 245 JC 930 471

Williamson, Barbara L.
Writing with a Byte. Computers: An Effective Teaching Methodology To Improve Freshman Writing Skills.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Community Colleges; *Computer Assisted Instruction; Freshman Composition; Participant Satisfaction; *Program Effectiveness; Program Evaluation; *Student Attitudes; Two Year Colleges; Two Year College Students; *Word Processing; *Writing Improvement; *Writing Laboratories; Writing Skills
IDENTIFIERS- Brevard Community College FL

A study was conducted at Florida's Brevard Community College (BCC) to determine the effectiveness of using artificial intelligence software to teach Freshman Composition. At BCC, Freshman Composition is taught in the computer lab, with student using WordPerfect to type their essays and Writer's Helper to flag various writing deficiencies. The students then revise on hard copies. Finally, using the word processor, they edit their essays based on the text analysis provided by Writer's Helper. The study sample included 67 students enrolled in four Freshman Composition sections. The students compared their first and last essays to discern whether they had reduced the use of "to be" verbs and vague words and pronouns, and found that they had used an average of 21.5 "to be" verbs in the final essays, compared to 24 "to be" verbs in the first essays; and that they had reduced their use of vague references. In addition, the students were surveyed regarding their attitudes towards using computers in the writing classroom. Responses from 72 students indicated that: (1) 98% of the students felt that using computers to assist in essay writing was helpful, with 76% finding them very helpful; (2) 97% indicated that using the computer greatly reduced the amount of time required for revision; (3) 97% felt that the textual analysis software was helpful with editing rough drafts; and (4) 100% of the students rated the use of computers in the writing laboratory as helpful and felt that future classes would also find this program useful. (MAB)

ED 362 264 PS 021 666

WV Kids Count Data Book: 1992 County Profiles of Child Well-Being.

SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 93
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Child Health; *Children; *Child Welfare; Counties; *Demography; Disadvantaged Youth; Early Childhood Education; Expenditure per Student; Family Structure; Foster Care; Infant Mortality; Poverty; Profiles; Racial Differences; Regional Characteristics; State Surveys; Statistical Surveys; *Well Being
IDENTIFIERS- *West Virginia

In order to document the economic, social, educational, and emotional status and physical well-being of children in West Virginia, this databook provides national and state profiles, a separate minority profile, and 55 county profiles. For the state and each county, 10-year (1980-90) trend data are presented for 12 indicators: child abuse/neglect rate, infant mortality rate, child death rate, juvenile arrest rate, juvenile delinquency case rate, teen birth rate, percent of births to unmarried teens, percent of high school dropouts, teen injury death rate, percent of births to low-educated mothers, percent of children in single-parent families, and percent of children in poverty. In addition, 17 background facts are presented, including data on total population, population under 18, minority population, population density, children living in households headed by other than parents, households with children, high school and college graduates, educational expenditures per pupil, Aid to Families with Dependent Children recipients, early prenatal care, jobs in high- and low-paying industries, median family income, and unemployment rate. Between 1980 and 1990, positive trends in most counties included a decline in infant mortality, an increase in mothers' education, and declines in dropout and teen pregnancy rates. However, in most counties more children were living in poverty and more children were living in single-parent families. (AC)

ED 362 284 PS 021 705

Hirsch, E. D., Jr.

Toward a Centrist Curriculum: Two Kinds of Multiculturalism in Elementary School.

PUB DATE- 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Blacks; *Core Curriculum; Course Content; *Cultural Pluralism; Curriculum Development; Disadvantaged Youth; Elementary Education; *Elementary School Curriculum; *Ethnocentrism; High Risk Students; *Multicultural Education

IDENTIFIERS- *Core Knowledge Foundation

American elementary school children need a common core curriculum so that they can share common points of references that will enable further learning; multiculturalism must be a part of this curriculum. But two types of multiculturalism exist: one that is universalistic in viewpoint, which might be called cosmopolitanism, and another that is particularistic in viewpoint and stresses loyalty to one's local culture, which could be called ethnic loyalism. An ethnic loyalist holds that each culture has a duty to preserve its own identity against the larger cosmopolis, whereas the cosmopolitan feels he or she is part of a larger cultural framework. It will do black American children little good, for example, to learn a lot about their African and African-American past if they still cannot read and write effectively, do not understand natural science, and cannot solve basic mathematical problems. The only kind of multiculturalism that can overcome these deficiencies is the kind that invites all children to become active, effective members of the larger cosmopolis. (MDM)

ED 362 325 PS 021 806

Kyle, Irene, Ed.; And Others
Proceedings from the Child Care Policy & Research Symposium (Kingston, Ontario, June 3, 1991). Occasional Paper No. 2.
PUB DATE- 3 Jun 91
NOTE- 135p.; For related documents, see PS 021 805-807.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Children; *Day Care; Early Childhood Education; *Economic Factors; Family Day Care; Foreign Countries; *Ideology; Interdisciplinary Approach; National Programs; Parents; Program Effectiveness; *Public Policy; *School Age Day Care; *Sociology
IDENTIFIERS- *Canada

This symposium brought together researchers, policymakers, advocates, and child care practitioners to consider information relevant to child care policy which was available from several disciplines and how it could be applied to developing child care policy. The symposium's goals were not only to stimulate discussion among researchers and policymakers and researchers from different disciplines but to underline the importance of conducting Canadian child care research and making it widely available. Seven papers are included in the proceedings: (1) "The Implications of Early Childhood Education and Psychological Research for Canadian Public Policy on Day Care" (Nina Howe and Ellen Jacobs); (2) "Economics and Child Care Policy" (Gordon Cleveland); (3) "A Sociological Perspective on Child Care Research" (Maureen Baker); (4) "School-Age Child Care: A Preliminary Report" (Ellen Jacobs and others); (5) "Talking to Children: The Effects of the Home and the Family Day Care Environment" (Hillel Goelman and Alan Pence); (6) "The Effect of Price on the Choice of Child Care Arrangements" (Gordon Cleveland and Douglas Hyatt); and (7) "Ideology, Social Policy, and Home-Based Child Care" (June Pollard). The papers are followed by comments by Kathleen Brophy and Ruth Rose. A copy of the symposium program is also included. (MDM)

ED 362 345   RC 019 301

Torson, Dianna
Communication and the Power of Native American Women.
PUB DATE- 90
NOTE- 100p.; Master's Thesis, South Dakota State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- American Indian Culture; American Indian History; *American Indian Literature; American Indians; Cultural Images; *Ethnic Stereotypes; *Females; *Feminism; *Individual Power; Non Formal Education; Oral Tradition; *Sexism in Language; Sex Role; Sex Stereotypes; Values
IDENTIFIERS- *Native Americans

This thesis focuses on the effects of the language of patriarchy on the power of Native American women, how these women have retained power in their own societies, and how an understanding of Native women's values can aid feminists. An examination of Native American women's literature provides a connecting bridge back to a time before patriarchy and shows how Native languages and oral tradition have nurtured Native culture and values. This literature frequently draws on Native mythology and legends to express female awareness of the loss of traditional power and the importance of regaining its strength. It is a spiritual knowledge focusing on harmony and balance between the male and female aspects of life, and its language differs from the standard feminist rhetoric of proving equality with men. The efforts of patriarchal White society to negate the power and position of Native women are examined, highlighting the destructive influence of the "Indian princess" or Pocahontas image. The growing activism of Native American female poets, authors, and educators as they reestablish women's leadership and confront the problems of their communities is illustrated through their statements and fragments of their works. Contains 107 references. (SV)

ED 362 382 SE 053 648

Fedock, Patricia M.; And Others

The Professional Development of College Science Professors as Science Teacher Educators.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Educational Change; Elementary School Science; Elementary Secondary Education; Higher Education; *Science Instruction; Science Teachers; Scientific Concepts; Secondary School Science; Student Attitudes; *Teacher Education; *Teacher Educators; *Teacher Workshops; Teaching Methods

IDENTIFIERS- Science Attitudes

Teacher training projects have used university research scientists to conduct workshops for teachers, but because of faculty time constraints and university reward systems, it is unlikely this type of program will be used extensively. This project utilized community college professors whose main focus is teaching science and working with the public school systems. The purpose of the reported study was to examine, qualitatively, the personal development of four professors in conducting an academy for science teachers. From interviews with the professors the following conclusions were made: (1) the professors initially felt the elementary and secondary schools were lacking in the teaching of scientific concepts; (2) after experiencing success and change through the academy, the professors feel they are now an integral part in the development of student's perceptions of science, attitudes toward science, and understanding of scientific concepts; and (3) they feel the need to be teaching in a fashion that is also motivating and nurturing of positive attitudes toward science. (PR)

ED 362 034 FL 021 498

Langevin, Lysanne

Of Manpower and Words: A Study of Linguistic Markers of Inclusion and Exclusion in Managerial Work in the Educational System.

PUB DATE- Apr 91

NOTE- 18p.; Dot matrix type may not copy well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrators; Elementary Secondary Education; Foreign Countries; Higher Education; Interviews; *Language Styles; *Males; *Power Structure

IDENTIFIERS- Quebec (Montreal)

This study aims to identify the "ideolect" of the managers in the educational system in order to gain a better understanding of the selection process in which they participate and to eliminate the systemic discrimination that occurs in this context. Following the interactional sociolinguistic perspective, the functioning of statements of speakers in power positions are studied in order to understand the influence and impact of their discourse on the immediate environment. The research combines two methods: the discourse analysis approach and the content analysis approach. This combined approach is taken to establish thematic constants and linguistic markers that permit an attribution of meaning and a precise reference point to words and sentences. The research consists of a sampling of recordings of 24 interviews with male and female administrators working at 4 levels of the Quebec (Canada) educational system in the Montreal area. (JL)

ED 362 077 HE 026 685

Flammger, Dawne M.
Nontraditional Students and Postsecondary School Satisfaction.

PUB DATE- 91
NOTE- 61p.; Master's Project, State University College at Buffalo.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *Community Colleges; Comparative Analysis; Higher Education; Nontraditional Students; *Participant Satisfaction; Postsecondary Education; *Proprietary Schools; *State Universities; *Student Attitudes; Tourism
IDENTIFIERS- Genesee Community College NY; Niagara University NY; Student Satisfaction

This study compared the satisfaction levels of 40 adult nontraditional students (N=40) attending one of three types of postsecondary institutions: (1) a proprietary school, (2) a community college, and (3) a university. A survey was administered to such students enrolled in the Travel and Tourism programs at Bryant and Stratton Business Institute (Williamsville, New York), Genesee Community College (Batavia, New York), and Niagara University (Lewiston, New York). The survey gathered information on student satisfaction with their school and with their personal academic progress. Analysis found a lack of statistically significant differences in school satisfaction ratings. In addition, personal satisfaction with overall progress was rated equally among all school types. The study results suggest that adult students entering a post-secondary school may rationalize their selection and make a commitment to a program or school and choose to be satisfied by their choice. Appendices include a survey instrument, a summary of survey results and results of the statistical analyses performed. Contains 31 references. (JB)

ED 362 095   HE 026 703

Bunnell, David Paul
The Influence of Pietism on American Higher Education.

PUB DATE- 24 May 91
NOTE- 136p.; Masters Thesis, United Theological Seminary.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Historical Materials (060)
DESCRIPTORS- Colonial History (United States); *Educational History; *European History; *Higher Education; Intellectual History; *Private Colleges; Religious Education; *Religious Factors
IDENTIFIERS- Harvard University MA; *Pietism; Yale University CT

This master's paper looks at the Pietist movement of German Lutheranism from 1650 to 1750 and its effect on German Universities, the Great Awakening in America, and the founding and early history of important American universities. Pietism was a religious movement that arose from the aftermath of the Thirty Years War in Europe and was particularly concerned with personal piety and general morality. This movement transformed religious life and thinking in Germany and the Low Countries, and the educational ideas of Pietist leaders such as Philip Jacob Spener and August Hermann Francke marked the beginnings of modern German education. The Pietist movement also influenced the American Colonial religious revival movement called the Great Awakening during the mid-1700's. The leaders of this movement, influenced by Pietist theological, missionary, and educational ideas, founded several important early colleges in the Colonies including Harvard College, Yale College, and the College of New Jersey (Princeton). Thus Pietist ideas on tolerance, academic liberty, personal piety, and the education of the clergy were developed and incorporated into the American higher education system. Their arguments and ideas are important in understanding current issues in American colleges and universities. (JB)

ED 362 192 IR 016 348

Orr, Kay L.; Davidson, Gayle V.
The Effects of Group Computer-Based Instruction and Learning Style on Achievement and Attitude.
PUB DATE- Jan 93
NOTE- 13p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Astronomy; *Cognitive Style; Comparative Testing; *Computer Assisted Instruction; *Cooperative Learning; Elementary School Students; *Group Instruction; Individual Instruction; Interaction; Intermediate Grades; Intermode Differences; Multiple Choice Tests; Questionnaires; *Student Attitudes
IDENTIFIERS- Paper and Pencil Tests

The effects of group computer-based instruction and learning style on achievement and attitude were studied for 190 elementary school students in grades 4 and 5 in Austin (Texas). The cooperative learning methodology chosen for this study was "Learning Together." Learning Together is a cooperative learning method emphasizing five major elements: positive interdependence, face-to-face interaction, individual accountability, interpersonal and small group skills, and group processing. This method was chosen based on its ability to be easily adapted to existing curriculum materials. Instructional materials included a computer-based tutorial on astronomy. Performance was measured using a multiple-choice paper-and-pencil test, and questionnaires assessed student attitudes. Students were assigned to six experimental conditions of cooperative or individual learning stratified by learning style. Results do not support the hypothesis of interaction between instructional delivery and learning style for both performance and attitude. Recommendations for further research are made, and some suggestions for applications of computer-

ED 362 210 IR 016 366

Tucker, Susan A.
Evaluating Interactive Instructional Technologies: A Cognitive Model.
PUB DATE- Jan 93
NOTE- 37p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Psychology; Data Collection; Decision Making; *Educational Technology; *Evaluation Methods; *Feedback; *Models; Objectives; *Program Improvement; Synthesis; Values
IDENTIFIERS- *Cognitive Models; Interactive Decision Making; *Interactive Teaching

Strengths and weaknesses of prevailing evaluation models are analyzed, with attention to the role of feedback in each paradigm. A framework is then presented for analyzing issues faced by evaluators of interactive instructional technologies. The current practice of evaluation relies heavily on 3 models developed over 20 years ago: (1) the objectives-based model of R. W. Tyler (1942); (2) the decision-making approaches exemplified by the models of M. Provus (1971) and D. L. Stufflebeam (1983); and (3) values-based approaches such as those of R. E. Stake (1967, 1982) and M. Scriven (1967, 1972). To varying degrees, these three approaches lack methods for systematizing the feedback of both the evaluated and the evaluators. An interactive evaluation model is suggested that attempts a synthesis of the strengths of the other models informed by the research base of recent developments in cognitive psychology. The model consists of four phases. The first, in which feedback figures strongly, is negotiating a paradigm to focus the evaluation and specify major questions, sources of evidence, and standards. The second is collecting and analyzing data. A third phase is judging alternatives and synthesizing a delivery matrix of recommendations. The final phase is helping the client process decision and choice mechanisms to improve the program. Three figures and one table illustrate the discussion. (Contains 164 references.) (SLD)

ED 362 304 PS 021 745

Smith, Kathy; Parsons, Jim
Valuing Students: Rethinking Evaluation.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; Educational Diagnosis; Educational Testing; Elementary School Students; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Formative Evaluation; Grades (Scholastic); *Informal Assessment; Secondary School Students; *Student Evaluation; Student Improvement; Teacher Expectations of Students

This article discusses the meaning of evaluation for teachers and students, reasons for evaluating students, and evaluative methods teachers might use. First, three principles of evaluation are presented: students should know the criteria for judging good and bad work; every student should have an opportunity to succeed at one type of evaluation; and students should receive immediate feedback. Next, the following five reasons for conducting evaluations are presented: (1) to diagnose student problems and skill levels; (2) to gather evidence for report cards; (3) to encourage students' self-improvement; (4) to report to parents about student progress; and (5) to tell students how much they already know. Next, ongoing formative evaluation is recommended to assure students that assignments are important and encourage them to take school work seriously. Dilemmas posed by constant evaluation are also considered. The next section suggests methods of: (1) assessing knowledge and comprehension though student-created review games and rap songs; (2) assessing the application of skills through student presentations and the preparation of job applications for historical or literary characters; (3) assessing higher-level thinking skills through student portfolios and student newspapers or newspaper articles; and (4) assessing critical thinking by allowing students to decide goals and become teachers. Next, journals, conferences, and presentations are discussed as other evaluation methods. Concluding comments advocate an expanded perception of evaluation. (AC)

ED 362 056 FL 021 523

Jensen, Kristine; Barlaan, Rodolfo
A Preliminary Study of Demonstratives in Aklanon Narratives.
PUB DATE- 92
NOTE- 22p.; For the complete journal issue, see FL 021 520.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Discourse Analysis; Language Usage; Morphology (Languages); *Personal Space; *Speech Communication; Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Aklanon; *Demonstratives (Language)

This paper addresses the spatiotemporal, discourse and emotional or connotative functions of demonstratives in Aklanon narrative discourse. The demonstrative system of Aklanon in terms of the spatial relation between speaker and hearer is described. Discourse functions of demonstratives (exophoric, endophoric, cataphoric, and anaphoric reference) are discussed. The syntactic pointing of a demonstrative is in part related to its position preceding or following a noun head. This syntactic pointing is discussed. (Contains 5 references.) (JP)

ED 361 952 EC 302 420

Putnam, JoAnne W., Ed.
Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom. Children, Youth & Change: Sociocultural Perspectives.
PUB DATE- 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; *Cultural Differences; *Disabilities; Elementary School Students; Elementary Secondary Education; Humanistic Education; Limited English Speaking; Mainstreaming; Minority Groups; Secondary School Students; Social Integration; Socioeconomic Influences; Special Education Teachers; Special Needs Students; Teacher Role; *Teaching Methods
IDENTIFIERS- *Diversity (Student)

This book is intended to assist educators to meet the needs of a diverse population of children with varying cognitive abilities; developmental and learning disabilities; sensory impairments; and different cultural, linguistic, and socioeconomic backgrounds. It is based on the premise that children of differing abilities and backgrounds will benefit both academically and socially from cooperative learning. The eight chapters have the following titles and authors: "The Movement toward Teaching and Learning in Inclusive Classrooms" (JoAnne W. Putnam); "The Process of Cooperative Learning" (JoAnne W. Putnam); "Curricular and Instructional Adaptations for Including Students with Disabilities in Cooperative Groups" (Ann Nevin); "Redefining the Role of the Special Educator and Other Support Personnel" (Richard A. Villa and Jacqueline S. Thousand); "Cooperative Classroom Management: Student Needs and Fairness in the Regular Classroom" (Luanna H. Meyer and Leah A. Henry); "Supporting Young Children's Development through Cooperative Activities" (JoAnne W. Putnam and Loraine J. Spenciner); "Cooperative Learning and Cultural Diversity: Building Caring Communities in the Cooperative Classroom" (Dilafruz R. Williams); and "Innovative Classroom Programs for Full Inclusion" (Jo Jakupcak). Each chapter includes references. (DB)

ED 361 972 EC 302 442

Miller, Darcy
Teaching Adolescents with Behavioral/Emotional Disorders, Adolescent Offenders, and Adolescents At-Risk: A Literature-Based Approach.

PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Curriculum; Delinquency; *Emotional Disturbances; High Risk Students; High Schools; High School Students; Learning Activities; Novels; *Reader Response; Reader Text Relationship; *Reading Programs; *Self Concept; Short Stories; Student Development; Whole Language Approach

The Literature Project is a literature-based reading program designed to meet the needs of adolescent females with behavioral/emotional disorders, adolescent female offenders, and adolescent females at risk. The project uses novels and short stories written by and for women as basic reading material. Literary selections with heroines who are self-reliant and confident and who accomplish goals against difficult circumstances are used to improve the adolescents' self-concepts. Selection criteria for the literature include: produce a vicarious experience in the adolescents; change the adolescents' self-concepts, their future aspirations, or their attitudes; provide a story relevant to the adolescents' lives; and allow the adolescents to identify with and learn from the heroine. The literary selections are read orally by the teacher and students as a group. Group and individual activities that reinforce the ideas and concepts covered in the novel accompany each reading selection. The 50 adolescents that have participated in the project have improved their self-concepts and self-confidence. (Contains 31 references.) (JDD)

ED 361 992 EC 302 463

Reganick, Karol A.
A Functional Curriculum Designed To Serve Students with Severe Behavior Problems.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; Basic Skills; Behavior Change; *Behavior Disorders; Elementary School Students; Elementary Secondary Education; Employment Potential; *Hospitalized Children; Job Training; *Prevocational Education; School Business Relationship; Secondary School Students; *Severe Disabilities; Therapy; *Vocational Education

This paper describes a functional educational curriculum for students with severe behavior disorders within a hospital setting. The program stressed the meeting of individual needs while using an established, accredited curriculum. Curriculum development considerations discussed include the curriculum's philosophical base, developmental procedures, curriculum design, and preliminary evaluation. The program developed has three objectives: (1) reduction of problem behaviors, (2) development of employability skills, and (3) development of positive lifestyle changes. These objectives are developed through three phases: agriculture therapy (which provides multi-modal education and an introduction to vocational therapy); business partnerships in which students sample various types of jobs; and on-the-job training. Integration with academic instruction is also stressed during all three phases. (Contains 12 references.) (DB)

ED 362 134 HE 026 742

Olivas, Michael A., Ed.
Prepaid College Tuition Plans: Promise and Problems.
PUB DATE- 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Educational Finance; Financial Support; Higher Education; *Investment; *Paying for College; Politics of Education; Program Development; Program Effectiveness; Program Evaluation; *State Aid; State Programs; *Student Financial Aid; *Taxes; Tuition
IDENTIFIERS- *Tuition Prepayment

This book provides a group of articles concerning the equity and efficiency of prepaid college tuition plans. Chapters: (1) introduce the subject; (2) examine the competing financial theories at play in this field; (3) present a study of the Michigan Education Trust's decision to expand its subscriber base by offering a monthly payment option; (4) provide the experience from Florida's prepaid tuition plan, suggesting a sliding-scale feature whereby it may be possible to charge higher amounts for the contracts; (5) examine the tax consequences of college savings plans; and (6) discuss the problem of finding investment strategies whose returns approximate or better the college costs of the future. Articles and their authors are as follows: "Introduction: Financing Higher Education" (Michael A. Olivas); "Prepaid Tuition Plans: An Exercise in Finance, Psychology, and Politics" (Paul M. Horvitz); "The Distribution of Benefits from Prepaid Tuition Programs: New Empirical Evidence About the Effects of Program Design on Participant Demographics" (Jeffrey S. Lehman); "State Prepaid Tuition Plans: Designing a Successful Program" (William Montjoy); "Taxation of Prepaid Tuition Plans and Other Forms of College Expense Assistance" (David Williams II); and "Real-Return Investments as a Tuition Hedge" (Lewis J. Spellman). (Most papers include reference notes.) (GLR)

ED 362 153 IR 016 309

Bohlin, Roy M.; Hunt, Nancy P.
The Effects of Course Structure on Students' Computer Attitudes.
PUB DATE- Jan 93
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Anxiety; *Computer Assisted Instruction; *Course Organization; Graduate Students; Higher Education; Multivariate Analysis; *Student Attitudes; *Teaching Methods; Undergraduate Students

This study investigated the effects of course structure variables on the computer anxiety, confidence, and attitudes of college students. Course structure variables include the number of weeks the course met (course length) and the number of meetings per week (course frequency). The effects of differences in instructors' use of anxiety reducing strategies as reported by the students were controlled by statistical analysis. Differences in course structure had significant effects only on students' computer anxiety. Student computer anxiety in courses that met more times per week and for a longer time period was reduced to a greater extent. Computer confidence and attitudes were not differentially affected. (Contains 10 references.) (Author)

ED 362 228 JC 930 450

Langan, A. Bud; Keeler, Laura
Student Outcomes Study. Olympic College Program Review.
PUB DATE- Sep 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; Comparative Analysis; *Employment Patterns; Followup Studies; Graduate Surveys; Majors (Students); *Outcomes of Education; *Participant Satisfaction; School Surveys; Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Olympic College WA

A follow-up study was conducted of students who had attended Olympic College (OC), in Washington, in fall 1990. A questionnaire was sent to a stratified random sample of 647 students, 3 years after their 1990 enrollment. A total of 390 responses were received for a 60.3% response rate. Respondents were divided into the following four groups, based on their enrollment intent at entry: General Academic; Transfer; Vocational Preparation; or Vocational Supplemental/Job Upgrade. The study sought to determine the accuracy of the students' reported intent; outcomes 3 years after attending; student satisfaction with OC courses or programs; and related demographics. Study findings included the following: (1) there was a lack of congruence between intent upon entry to OC and stated intent on the subsequent survey; (2) 26.1% of the General Academic students reported an annual salary of $30,000 or above, as compared with 35.2% of the Job Upgrade students, 18.1% of the Transfer group, and 10% of the Vocational Preparation students; (3) 43.2% of the male respondents reported annual earnings of $30,000 or more, as compared to 7.8% of the female respondents; (4) 70% of the respondents reported that their salaries had not increased as a result of having attended OC; (5) respondent satisfaction with academic courses ranged from 2.08 to 3.338 on a 4-point scale; and (6) respondent perceptions that their disciplines met their stated goals ranged from 2.14 to 3.51 on a 4-point scale. Twenty-nine data tables and the survey instrument are included. (PAA)

ED 362 246 JC 930 473

On the Edge: Three Years after the Report of the Commission on the Future of the North Carolina Community College System.
SPONS. AGENCY- North Carolina Community Coll. System, Raleigh.
PUB DATE- Jun 92
NOTE- 37p.; For a related document, see ED 303 202.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Accountability; Basic Skills; College Planning; *College Role; College School Cooperation; *Community Colleges; Critical Thinking; Economic Development; *Educational Assessment; Educational Finance; Educational Quality; Intercollegiate Cooperation; Leadership; *Long Range Planning; School Business Relationship; School Community Relationship; *Statewide Planning; Technological Advancement; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

In 1989, the Commission on the Future of the North Carolina Community College System adopted a series of recommendations to improve the operation, funding, and economic and social returns of the state's community colleges. This report looks at each of the major challenges of the Commission, reviews trends and developments that may have altered the situation in the past 3 years, highlights progress to date in achieving the Commission's goals, and points to new areas of concern. The six sections of the report focus on: (1) quality and access, including the colleges' efforts to provide student access to quality teaching and academic support services; (2) accountability and funding, including progress made in increasing planning and research capacities systemwide and decreases in funds allocated; (3) basic and critical thinking skills, including workplace and family literacy programs; (4) service to business and industry, including the expansion of focused industrial training, matching curricula to specific workplace demands, and the establishment of specialized technology centers; (5) partners in education, including partnerships between community colleges and high schools and the University of North Carolina System; and (6) leadership and governance, including the creation of a statewide task force on governance, the Executive Management Leadership Institute, and a leadership program for women and minorities. (ECC)

ED 362 285   PS 021 707

Sherman, Dianne, Ed.
Children's Stress Index.
PUB DATE- May 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Air Pollution; Child Health; *Child Welfare; *Economic Factors; *Environmental Influences; Interviews; Metropolitan Areas; *National Surveys; Overpopulation; *Social Influences; *Stress Variables; Water Pollution; Water Resources
IDENTIFIERS- California; Drought; Foreign Aid; UNICEF

This double issue of the "ZPG Reporter" focuses on the theme of ZPG's Children's Stress Index", the first national survey of children's well-being based on population- related pressures. Using an extensive list of social, economic, and environmental factors that affect the lives of children, the index ranks 828 cities, counties, and metropolitan areas in the United States. In addition to an article discussing the survey results, a description is provided for the 70 indicators used in the survey, including indicators in the following categories: population change and crowding; family economics; community economics; maternal and child health; crime; education; air quality; water resources; toxic releases and sewage; and energy and transportation. A complete listing of surveyed areas and their rankings is included. Also provided are guides to compare metropolitan areas of similar sizes, comparison by geographical region, and a list of the 50 best and worst metropolitan areas in the survey. Other articles in this issue cover the California drought, redirecting foreign aid, and an interview with the executive director of the United Nations Children's Fund (UNICEF). (MM)

ED 362 346 RC 019 303

Rural County Report, 1993. Data Report from County Level Data Base.

SPONS. AGENCY- Pennsylvania State System of Higher Education.
PUB DATE- May 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; Databases; *Demography; Educational Attainment; Elementary Secondary Education; Employment Patterns; Enrollment; Higher Education; Housing; Income; Mortality Rate; Population Distribution; *Rural Areas; *Rural Urban Differences; *School Statistics; Social Indicators; *Urban Areas
IDENTIFIERS- *Pennsylvania

This report presents numerical data for 1990-92 on demographic, social, and educational variables, comparing rural and urban areas of Pennsylvania. Two types of comparisons are provided: (1) rural, urban influence, and urban groupings, based on population density typology (people per square mile and size of the largest community in the county); and (2) rural and urban groupings, where rural counties are defined as having more than 50 percent of the population living in U.S. Census Bureau-defined "rural" places of less than 2,500 people. Each of Pennsylvania's 67 counties submitted data on over 200 variables covering population, vital statistics, housing, education, social indicators, crime, health, employment trends, unemployment, and personal earnings. Educational statistics include levels of educational attainment, number and percentage of public and private school graduates in postsecondary education and the armed services, number of children enrolled in public and private schools, and instructional and transportation expenditures. Information can be reported from the database for any single county in Pennsylvania. (LP)

ED 362 364 RC 019 332

Alvarado, Andrew J.; And Others

Agricultural Workers in Central California. Volume 1: In 1989; Volume 2: Phase II, 1990-91. California Agricultural Studies, 90-8 and 91-5.

SPONS. AGENCY- Department of Labor, Washington, D.C.

PUB DATE- 91

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Agricultural Laborers; American Indians; Demography; Education Work Relationship; Employed Women; *Income; Job Search Methods; Labor Supply; Mexican Americans; *Migrant Workers; *Work Environment

IDENTIFIERS- *California (Central)

Two surveys developed profiles of seasonal agricultural workers and their working conditions in central California. In 1989, a random sample of 347 seasonal workers was interviewed. The sample was 30 percent female and 87 percent Mexican-born. Average age was 35 years and average educational attainment was 5.9 years. Most had parents, spouses, or children who worked in farm labor. Among needs and priorities, 28-56 percent mentioned employment, food, legalization, or housing; 22 percent mentioned further education; and 11 percent mentioned job training. Income and working conditions were not related to worker educational attainment, occupational experience, any other employee characteristic examined, or employer size. The 1990-91 survey interviewed 270 seasonal agricultural workers with a demographic profile similar to the earlier sample, and focused on three subgroups. Of 122 women interviewed, most earned less than men and had sole responsibility for domestic chores, child care arrangements, and dealing with schools and public agencies. The other two subgroups were at extremes of the wage scale. Mixtec Indians from Oaxaca (Mexico) spoke neither English nor Spanish and earned less than $4 per hour, while specialized melon workers earned $10-15 per hour. Contrary to the migrant-stream model of an undifferentiated "farm-labor pool," survey data suggest that individual farm workers and family groups specialize in crops and types of tasks, establish informal communication networks to maximize employment opportunities, and generally know where they will be working before they leave home. In volume 1, table 3 (p.5) and table 21 (p.19) and in volume 2, table 2 (p.4), each contain "education" as a variable. In volume 2, appendix A is the interview questionnaire (English version) used. (SV)

ED 362 405 SE 053 685

Reames, Spencer E., Comp.
The Ohio Science Workbook: Biotechnology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biochemistry; Biology; *Biotechnology; Cytology; *DNA; Environmental Education; Enzymes; Genetic Engineering; *Genetics; High Schools; Laboratory Manuals; *Laboratory Procedures; Physiology; Plants (Botany); Science Activities; *Science Experiments; *Science Projects; Secondary School Science

IDENTIFIERS- Hands on Science; *Protein

Because of the daily impact of biotechnology, it is important that students have some knowledge and experience with biotechnology in order to enable them to deal with the issues that arise as a result of its implementation. The purpose of this workbook is to assist in the efforts to expose students to the concepts of biotechnology through hands-on project activities. The projects in this book represent ideas that may be used as a starting point for a student project. These projects may be modified and adapted to suit each situation. In some cases, the student will have to work at a local university or research lab. Suggested student research projects in the following areas are presented: (1) Biotechnology in Food Production, (2) Biopolymer Synthesis, (3) Plant Biotechnology, (4) Enzyme Expression and Production, (5) Altering Genetic Characteristics, (6) Applications of DNA Analysis, (7) Protein Analysis, (8) Industrial and Environmental Biotechnology, and (9) Cellular Physiology. (PR)

ED 362 014 FL 021 446

Carranza, Isolda
Las Expresiones Pragmaticas en la Conversacion Espontanea
(Pragmatic Expressions in Spontaneous Conversation).
PUB DATE- 92
NOTE- 183p.; Masters Thesis, University of Cordoba Language School, Argentina.
LANGUAGE- Spanish
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Code Switching (Language); Discourse Analysis; Foreign Countries; Language Patterns; Language Usage; *Linguistics; Oral Language; *Pragmatics; Sociolinguistics; *Spanish; Standard Spoken Usage

The starting point of this thesis is the hypothesis that in Spanish there are conventionalized expressions that signal both the articulation of text parts and the speaker's attitude towards the utterance. "Pragmatic Expressions" (PEs) are fixed lexical forms that contribute to text creation in relation to the context of enunciation, are oriented to general principles of cooperative interaction, and act as "deictic signals." Among the 26 forms identified as PEs and fully described are "bueno," "mira," "che," "digamos," "viste," and "no?" The findings include the function of ideational content organization, their contribution to conversational synchrony, and their association to speech acts and modality. New hypotheses are explored concerning the use of these signals to trigger inferences about the social relationship between interlocutors, their use as realizations of global discourse strategies, and the correlation between their occurrence and speaker's discourse role and repertoire. Independent evidence for the analysis comes from a case of code-switching. The implications for language teaching are discussed. There are two appendices with quantitative data from the corpus of spontaneous, nonhierarchical conversations. (Author)

ED 362 035 FL 021 499

Hatfield, William N., Ed.; And Others

Creative Approaches in Foreign Language Teaching. Selected Papers from the Central States Conference (24th, Dearborn, Michigan, 1992).

PUB DATE- 92
NOTE- 192p.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Students; *Articulation (Education); Class Activities; *Classroom Communication; Classroom Techniques; Cooperative Learning; Cross Cultural Studies; Curriculum Design; *Educational Technology; Elementary Secondary Education; *FLES; Higher Education; Interactive Video; Intercultural Communication; Language Teachers; Literature Appreciation; *Nontraditional Students; Older Adults; Popular Culture; Program Descriptions; Program Development; Reading Comprehension; Reading Instruction; Reading Processes; Second Language Instruction; *Second Languages; Songs; Student Developed Materials; Student Motivation; Study Abroad; Teacher Education; Videotape Recordings
IDENTIFIERS- Authentic Materials

Papers from the 1992 Central States Conference on the Teaching of Foreign Languages include the following: "Flesh Out Your FLES Program: Developmental Sequencing in Teaching Units" (Zoe Louton, Robert Louton); "Lights! Camera! Action!...Using the Camcorder as a Tool, Not a Toy" (John Liontas); "The Yorktown High School Foreign Language Interactive Videodisc Project" (Barbara Underwood, Karen Brammer, Rocco Fuschetto, Sigrid Koehler, Jack Jorden, James Mervilde); "Literature: A Rich Source for Teaching Language and Culture in Context" (Aleidine Moeller); "A Case for Cooperative Learning in the Foreign Language Classroom" (Susan Colville-Hall); "Exploring Cross-Cultural Reading Processes: Beyond Literal Comprehension" (Naomi Ono, Martha Nyikos); "Motivating Unenthusiastic Foreign Language Students: Meeting the Challenge" (Christine Campbell); "Teaching the Working Adult and Retiree: Considerations for the Nontraditional Classroom" (Jennifer L. Knerr); "Learner-Initiated and Learner-Friendly: Questions to Get Them Talking" (Gregory K. Armstrong); "High School, College, and University Articulation: The Renewed Crisis in Foreign Language Instruction" (Barbara Gonzalex Pino); "The Impact of Site-Based Management and School-Based Teacher Training on Foreign Language Education" (Audrey Heining-Boynton); "The Cooperative Curriculum Development Project" (David McAlpine, Gale Yeska); "Evaluating Communicative Risks and Achievements for Students Abroad" (Philippa B. Yin); and "The Popular Song: A Authentic Tool for Enriching the Foreign Language Curriculum" (Jayne Abrate). (MSE)

ED 362 057 FL 021 524

Fukuda, Takashi
Behavioral Discourse Strategy in Eastern Bontoc.
PUB DATE- 92
NOTE- 22p.; For the complete journal issue, see FL 021 520.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Behavior Change; *Discourse Analysis; *Persuasive Discourse; Sociolinguistics; *Speech Communication; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Bontok

This paper is an analysis of behavioral texts (speech directed obligatorily to a second person in a communication situation) and a discussion of the persuasive devices employed by the speakers in an effort to effect a change in the listener's behavior. This study deals with two Eastern Bontoc behavioral texts. Several nonlinguistic persuasive devices are described: appeal to the cultural norm, human relationship, coaxing, and indirectness. Mitigatory efforts in persuasion are described, including factors that necessitate the use of mitigation in behavioral discourse in Eastern Bontoc, mitigation devices used on different grammatical levels, and mitigation force. Texts are appended. (JP)

ED 362 096 HE 026 704

Fincher, Cameron
The Modern University, Qualitative Research, and Leadership.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Role; Educational Philosophy; Educational Research; Faculty College Relationship; *Higher Education; Institutional Mission; Institutional Research; *Leadership; Political Influences; *Qualitative Research; *Universities

This paper uses the occasion of reviewing three books on university issues and higher education to discuss the ability of university faculty to enter into dialogue and discussion about higher education. The paper reviews the following books: "The Idea of a Modern University" (edited by Sidney Hook and others) a book which presents the views of professors assembled in 1972 at Rockefeller University (New York); "Qualitative Inquiry in Education: The Continuing Debate" (edited by Elliot W. Eisner and Alan Peshkin) a volume published following a conference in 1988 at Stanford University (California); and "Leadership for the Twenty-First Century" (Joseph C. Rost). The review argues that these books illustrate that university faculty members do not know how to discuss educational issues openly and constructively. Higher education must strive to discuss its mission and goals more constructively in light of empirical knowledge, analytical thought, and logical reasoning; that universities must give more attention to institutional leadership and the training and preparation of their own leaders; and that the divisiveness of campus politics precludes informed, deliberative, and constructive consideration of the universities' problems and issues. (Includes 13 footnotes.) (JB)

ED 362 116   HE 026 724

Brown, Douglas, Ed.; And Others
Higher Education in Federal Systems. Proceedings of an
  International Colloquium (Queen's University, Kingston,
  Ontario, Canada, May 8-10, 1991).
SPONS. AGENCY- Department of the Secretary of State, Ottawa
  (Ontario).
PUB DATE- 92
NOTE- 251p.; Also available in French.

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *College Role; Educational Finance;
  Foreign Countries; Futures (of Society); *Government Role;
  *Government School Relationship; *Higher Education;
  Institutional Administration; Institutional Autonomy;
  Institutional Mission; Program Descriptions; Research
  Administration; Research Design; Student Mobility; Universities
IDENTIFIERS- Australia; Belgium; Canada; European Community;
  *Federalism (Governmental Structure); Germany; Switzerland;
  United States

This volume contains the proceedings of an international colloquium on higher education in federal countries with complex divisions of responsibility for the many facets of higher education. The volume is organized in four parts. Part I contains one paper, "The Federal Context for Higher Education" by Ronald L. Watts and a description of the discussion that followed its presentation. Part II offers detailed descriptions of higher education in seven federal systems: "Higher Education in Seven Federal Systems: A Synthesis" (David M. Cameron); "Higher Education in Federal Systems: Canada" (David M. Cameron); "Origins and Development of Federalism in American Higher Education" (Martin Trow); "Higher Education in Federal Systems: Australia" (Robert H. T. Smith and Fiona Wood); "Higher Education in Federal Systems: Switzerland" (Augustin Macheret); "Higher Education in Federal Systems: Germany" (Ulrich Teichler); "Higher Education in Federal Systems: Belgium" (Ignace Hecquet); and "Higher Education in Federal Systems: The European Community" (Pierre Cazalis). Part III summarizes discussions held at the colloquium on four issues in higher education: organization, planning and management; financing higher education; student mobility; and research planning and financing. Part IV covers the final session and contains rapporteur's comments titled "Hasty Generalization, Missed Opportunities and Oversimplifications: Overcoming the Obstacles to Understanding Higher Education (Whatever That Is) in Federal Systems (Whatever They May Be)" by J. Stefan Dupre and the discussion that followed. Many papers include reference notes. A list of participants and their addresses is also provided. (JB)

ED 362 173 IR 016 329

Kinzie, Mable B.; And Others
The Effects of an Interactive Dissection Simulation on the
  Performance and Achievement of High School Biology Students.
PUB DATE- Jan 93
NOTE- 17p.; In: Proceedings of Selected Research and Development
  Presentations at the Convention of the Association for
  Educational Communications and Technology Sponsored by the
  Research and Theory Division (15th, New Orleans, Louisiana,
  January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Analysis of Variance; Anatomy;
  *Biology; *Computer Assisted Instruction; *Computer Simulation;
  High Schools; High School Students; *Instructional
  Effectiveness; *Interactive Video; *Science Instruction;
  Student Attitudes; Tables (Data)
IDENTIFIERS- *Dissection

This research examines the performance, achievement, and attitudinal effects of a dissection alternative, an interactive videodisc-based (IVD) simulation in two ways: as a substitute for dissection and as a preparatory tool used prior to dissection. Sixty-one high school students enrolled in three general ability high school biology classes participated in this research over a 4-day period. On the substitution issue, findings suggest that the IVD simulation was at least as effective as actual dissection in promoting student learning of frog anatomy and dissection procedures. On the preparation issue, it was found that students using the IVD simulation as a preparation performed a subsequent dissection more effectively than students receiving no preparation and more effectively than students viewing a videotape as preparation. Students using the IVD simulation as preparation also learned more about frog anatomy and dissection procedures than those who dissected without preparation. Students in all groups evidenced little change in attitudes towards dissection. All students reported a significant gain in dissection self-efficacy, but no between-group differences were found. Findings are discussed relative to their implications for educational practice and future research. Six tables containing results of a survey on student attitudes towards dissection, achievement, attitude, self-efficacy and dissection performance test scores, and analysis of variance results are appended. (Contains 16 references.) (Author/KRN)

ED 362 265 PS 021 673

Podmore, Valerie N., Ed.
What Is Government's Role in Early Childhood Education? Papers Presented at the New Zealand Council for Educational Research Invitational Seminar (February 23, 1993).
PUB DATE- 93
NOTE- 124p.

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Early Childhood Education; Educational Finance; Educational Improvement; Educational Policy; Elementary School Curriculum; *Financial Support; Foreign Countries; *Government Role; *Government School Relationship; Indigenous Populations; *Role of Education
IDENTIFIERS- *New Zealand

Focusing on the role of the federal government in maintaining quality in early childhood education, these proceedings present introductory remarks followed by 10 seminar papers: (1) "The Role of Government in Early Childhood: Support and Advice for Serving Parents and Communities," (Pamela Kennedy); (2) "What Is the Government's Role in Early Childhood Education? Education Review Office and the Early Childhood Sector," (Jeanette Schollum); (3) "Back, Against the Wall. Staffing and the Quality of Early Childhood Education: The Impact of Government Policy," (Linda Mitchell); (4) "Government's Role in the Funding of the Kohanga Reo," (Peggy Luke-Ngaheke); (5) "The Role of Government in Early Childhood Curriculum in Aotearoa-New Zealand," (Margaret Carr and Helen May); (6) "What Can the North American Experience Teach Us in the 1990s?" (Heather McDonald); (7) "Government's Role in Early Childhood Education: A Comparative Perspective from Western Australia," (Joy Cullen); (8) "Government's Role in Early Childhood and the First Years of School," (Helen Duncan); (9) "The Role of the Church and Government in Promoting Early Childhood Education in Aotearoa," (Fereni Pepe Ete); and (10) "Provision, Accountability and Quality: Let's Not Undervalue Children," (Rahera Barrett Douglas). (BCY)

ED 362 326 PS 021 807

Beach, Jane; And Others
Work-Related Child Care in Context: A Study of Work-Related Child Care in Canada. Occasional Paper No. 3.

PUB DATE- 93
NOTE- 39p.; For related documents, see PS 021 805-806.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; *Employer Supported Day Care; Financial Support; Foreign Countries; National Surveys; *Program Effectiveness; *Public Policy
IDENTIFIERS- *Canada

This report describes Canada's current child care policy and service provisions, presents the findings from a survey of work-related child care services in Canada and goes on to analyze work-related child care within the broader context of child care policy. The survey questioned the directors of 176 employer-supported child care centers throughout Canada. Detailed results of this survey are presented, outlining levels of financial support, schedules, fees, auspice, reported problems, benefits, and disadvantages. The survey found that work-related child care is a growing trend, that it receives significant public financial support, that its rates are similar or higher to community-based programs, and that work-related child care is not very flexible to employees' needs. The report concludes that work-related child care is not an answer to Canada's child care situation. It is not a solution from a practical point of view, since it is a discretionary, individual response to a societal issue, not a public policy solution. (MDM)

ED 362 383 SE 053 652

Grant, George F.; Alexander, William E.
Problem Solving Strategies for Pharmaceutical/Chemical Technology College Students.

PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; Classroom Research; College Freshmen; *College Science; Foreign Countries; Higher Education; Medical Education; *Problem Solving; *Science Instruction; Teaching Methods; Technology Education

Teaching problem solving strategies and steps to first year college students enrolled in the pharmaceutical/chemical technology program as a part of their first year chemistry course focused on teaching the students the basic steps in problem solving and encouraging them to plan carefully and focus on the problem solving process rather than to feel a sense of helplessness and panic. The paper attempted to understand students' problem solving patterns, and to provide them with some strategies to enhance their problem solving skills. It was found that after showing the students basic problem solving strategies/steps, their mean test scores, as compared to a control group was significantly higher at 0.95 probability level. Contains 23 references. (Author)

ED 362 07[illegible]   HE 026 686

Bakshani, Nandkumar; Allen, David
Directory of Pollution Prevention in Higher Education: Faculty and Programs 1992. Doc #93-2.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Faculty; *College Programs; Higher Education; Institutional Characteristics; National Surveys; *Pollution; *Prevention; Program Descriptions; *Program Development; *Universities

This survey reports the current state of development of pollution prevention education in Universities in the United States based on a national survey conducted between December 1991 and February 1992. Over 140 individuals (from 80 institutions) believed to be active in pollution prevention education were contacted and of these 89 (from 59 institutions) provided information on their pollution prevention education efforts. Highlights of the survey include: (1) pollution prevention education is heavily concentrated in engineering departments; (2) most curriculum development is done by individuals or small groups in relative isolation at their home institutions; (3) universities in some states are active in a broad spectrum of pollution prevention activities; (4) the lack of consensus on the definition of pollution prevention means that here is no general agreement on the elements and intellectual content of pollution prevention education and research; and (5) an "end-of-pipe" mind-set that evolved from years of control regulations prevails among professionals in industry and at universities. The report contains summaries of responses that briefly describe each program and list telephone number, contact person(s), address, and department in which the program exists. Appendixes include a key word index, programs indexed by faculty name, an index of institutions, an index of programs by state, and a form for submitting updates. (JB)

based instruction are offered. (Contains 71 references.) (SLD)

ED 362 193 IR 016 349

Persichitte, Kay A.

Instructional Strategies for Metacognitive Development: An Inservice Design.

PUB DATE- Jan 93

NOTE- 5p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advance Organizers; *Faculty Development; High Schools; Imagery; *Inservice Teacher Education; Instructional Development; Instructional Effectiveness; *Instructional Improvement; *Metacognition; Metaphors; Mnemonics; Postsecondary Education; Secondary School Teachers; Teacher Effectiveness; *Teacher Improvement; *Teaching Methods

IDENTIFIERS- Chunking; Concept Mapping; Framing (Metacognition); Rehearsal Strategies

An inservice program to teach instructional strategies that promote metacognitive development to classroom teachers in their roles as instructional designers, based on the notion that instruction in metacognitive strategies must be incorporated into content instruction, is described. Teachers were informed about the following specific metacognitive strategies: (1) chunking; (2) framing; (3) concept mapping; (4) use of metaphor; (5) use of advance organizers; (6) rehearsing; (7) use of imagery; and (8) use of mnemonics. The inservice program is directed at the secondary level for any content area, but may easily be adapted for any level, kindergarten through adult. The inservice program begins with an examination of the importance of metacognition and moves into discussions of the specific strategies. An initial test of the inservice design, not yet evaluated formally, indicates its utility and the positive reaction of teachers. (Contains 8 references.) (SLD)

ED 362 211   IR 016 367

Williams, Michael D.
A Comprehensive Review of Learner-Control: The Role of Learner Characteristics.
PUB DATE- Jan 93
NOTE- 33p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; *Computer Assisted Instruction; Educational Research; Elementary Secondary Education; *Individual Instruction; *Instructional Effectiveness; *Learner Controlled Instruction; Literature Reviews; Models; Motivation; *Performance Factors; *Programed Instruction; Research Needs; Student Characteristics

This paper reviews findings from over 70 published studies investigating various facets of learner-control in computer-based instruction (CBI). General conclusions about the relative effectiveness of learner-control versus program-control are equivocal. Across these studies, however, are strong suggestions that individual learner differences can greatly contribute to both the choices students make and to the effectiveness of those choices. Some researchers examine those differences on a global level, interacting with such broad instructional variables as learner-control versus program-control, following an aptitude-treatment interaction paradigm. Other investigators, however, look for interactions occurring on a moment-by-moment basis under micro-instructional conditions, that is the task-specific situation encountered during the course of the lesson delivery. Other paradigms are also discussed. The review extends the previous surveys of Carrier (1984), Hannafin (1984), Milheim and Martin (1981), and Steinberg (1977, 1989), paying particular attention to the role of learner individual differences in the effectiveness of learner-controlled CBI. Specifically, the impact on learner-control effectiveness of both rational-cognitive processes and emotional-motivational states of the learner are highlighted. Useful instructional prescriptions are proposed which take into account these variables. Recommendations for future research are offered. (Contains 188 references.) (Author/KRN)

ED 362 305 PS 021 746

Core Knowledge Sequence. Grades 1-6.
PUB DATE- Jan 93
NOTE- 108p.; Periodically updated. For a related document, see PS 021 747.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Core Curriculum; *Course Content; *Curriculum Development; Curriculum Guides; Elementary Education; *Elementary School Curriculum
IDENTIFIERS- *Core Knowledge Foundation

"The Core Knowledge Sequence (CKS) is a consensus-based model of specific content guidelines that, when used as the basis of about 50% of a school's curriculum, can provide a solid, coherent foundation of learning for students in the elementary grades." An introductory section discusses the CKS, its implementation, profiles of the CKS at specific schools, and common misconceptions about the CKS. The remainder of the guide is organized by subject area and grade level, addressing the following: (1) language arts; (2) American civilization; (3) world civilization; (4) geography; (5) fine arts; (6) visual arts and architecture; (7) mathematics; and (8) life science and physical sciences. Each subject-grade level entry contains general topics and guidelines, as well as specific content with which students should be familiar. (MDM)

ED 361 953 EC 302 421

Osborne, Allan G., Jr.; And Others

Effective Management of Special Education Programs. A Handbook for School Administrators.

PUB DATE- 93

NOTE- 146p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)

DESCRIPTORS- *Administrator Role; *Compliance (Legal); Court Litigation; Decision Making; *Disabilities; Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Legislation; Interdisciplinary Approach; Personnel Management; Program Administration; Program Budgeting; Program Evaluation; *School Administration; School Personnel; *Special Education; Student Placement

This book is intended to guide school administrators through the day-to-day supervision of the special education program and to serve as a resource for handling problem situations that may arise. The first of the book's six chapters provides basic information on program management, including standards of compliance with state and federal regulations, entrance and exit criteria, student evaluation, and the role of the special education administrator. The second chapter focuses on evaluation of a school system's delivery of special education services and outlines a method for gathering evaluative data, analyzing the data, and planning for change. The third chapter considers personnel issues, including the leadership function of administrators as well as issues concerning recruitment, retention, evaluation, and dismissal of staff. The fourth chapter looks at the multidisciplinary team decision making process and identifies steps and procedures involved in determining need for special education, analyzing assessment data, identifying needed services, and recommending an appropriate placement. The fifth chapter focuses on planning and budgeting for special education, noting available federal funds and grants and auditing requirements. The final chapter considers the legal framework of special education, including ways to avoid litigation and manage it when unavoidable. The epilogue discusses aspects of future special education. An appendix includes 13 tables, forms, sample letters and notices, and worksheets to assist the administrator. (DB)

ED 361 993 FL 020 662

South, Coleman
Intensive ESL Course Performance as a Predictor of Academic Success.
PUB DATE- May 92
NOTE- 112p.; Master's Thesis, Portland State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Age Differences; Comparative Analysis; Educational Attainment; *English (Second Language); Ethnic Groups; *Foreign Students; Grade Point Average; Higher Education; *Intensive Language Courses; *Language Skills; Majors (Students); Predictor Variables; Second Language Instruction; Sex Differences; *Student Characteristics; Student Experience; Undergraduate Students
IDENTIFIERS- Portland State University OR

A study investigated the reliability of international students' English-as-a-Second-Language (ESL) class performance as a predictor of academic performance. Subjects were 169 international students at Portland State University (Oregon) whose freshman and sophomore grade point averages (GPAs) and English language test scores for each language skill (listening, speaking, reading, writing) were analyzed and correlated with demographic characteristics (gender, major type, age, nationality, number of ESL classes taken, previous English-language college experience, educational level, university entry date). Results were mixed. While ESL and academic grades correlated strongly for some groups, it was unclear which variables had the strongest effect because of subgroup composition. Two clear patterns emerged: (1) ESL students with 12 or more ESL classes maintained consistent academic GPAs across time, while others (ESL and non-ESL) had initially higher but declining GPAs; and (2) groups with strong ESL-academic GPA correlations tended to do better in college. Language scores were correlated to both ESL and academic grades. (Author/MSE)

ED 362 058 FL 021 525

McConnell, Grant D., Ed.; Gendron, Jean-Denis, Ed.
Atlas International de la vitalite Linguistique, Volume 1. Les langues constitutionnelles de l'Indie = International Atlas of Language Vitality. Volume 1: Constitutional Languages of India.
PUB DATE- 93
NOTE- 300p.
LANGUAGE- French; English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Geographic Materials (133),Reference Materials - Geographic Materials (133)
DESCRIPTORS- Courts; Foreign Countries; *Geographic Distribution; *Language Maintenance; Language of Instruction; *Language Role; Legislation; Manufacturing Industry; Maps; Mass Media; Mathematical Formulas; National Surveys; Public Administration; Regional Characteristics; Religion; Service Occupations; Uncommonly Taught Languages
IDENTIFIERS- *India

This International atlas of language vitality offers a cartography of language functions, based on a quantitative measure of the vitality of each language. It covers the constitutional languages of India, and offers maps, graphs, and data tables illustrating the vitality ratings of 14 languages by state, domain of usage (religion, schools, mass media, administration, courts, legislature, manufacturing industries, sales and services, and overall), and oral and written forms. Entries are indexed. (MSE)

ED 362 135 HE 026 743

Financial Management: Education's Student Loan Program Controls over Lenders Need Improvement. Report to the Secretary of Education.

PUB DATE- Sep 93

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Accountability; Accounting; Administrative Problems; Data Collection; Educational Finance; Educational Legislation; Expenditures; Federal Aid; *Financial Audits; Higher Education; *Money Management; Paying for College; *Quality Control; *Student Financial Aid; Student Loan Programs

IDENTIFIERS- Department Of Education; Higher Education Act Title IV

This report presents the results of a U.S. General Accounting Office (GAO) review of lender and Department of Education controls over the accuracy of lender-submitted quarterly billings under the Federal Family Education Loan Program, also known as the guaranteed student loan program. It reports that both lenders and the Department of Education demonstrate lacking or inadequate controls for ensuring accurate and reliable data. While there is no evidence showing material overbillings, the GAO report does indicate that an operating environment exists with a significant potential for errors. Major problems in lenders' systems and data control environments are reported in the following areas: (1) ineffective controls over the integrity of the software programs and access to data used to prepare quarterly billings; (2) inadequate controls over the validity, accuracy, and completeness of processed data; (3) inadequate documentation to support summary totals reported on quarterly billings; and (4) inadequate or no written policies and procedures for preparing the quarterly billings. Further, both the Department of Education and guaranty agencies do not conduct sufficiently comprehensive on-site reviews or edit checks to determine whether lenders' systems and data generate accurate quarterly billings. Appendices provide the scope and methodology of the report and comments from the Department of Education. (GLR)

ED 362 154 IR 016 310

Broholm, John R.
Networking on the Network: Teachers and Electronic Mail.
PUB DATE- Jan 93
NOTE- 9p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Networks; *Electronic Mail; *Elementary School Teachers; Elementary Secondary Education; Higher Education; *Information Networks; Librarians; Network Analysis; Science Instruction; *Secondary School Teachers; Teacher Education; User Needs (Information); Use Studies
IDENTIFIERS- *Unified Network of Informatics in Teacher Educ

The ways that early adopters of electronic messaging have used electronic mail (e-mail) in the schools were studied using the Unified Network for Informatics in Teacher Education (UNITE) system at the Instructional Technology Center of the University of Kansas. At the time of the study, UNITE was operating in 6 school districts and 16 schools. The UNITE system provides other services of access and planning, but the e-mail functions were the focus of the study. A network analysis was conducted of one-to-one messaging on the e-mail system, with the permission of 65 volunteer users. The largest group of e-mail users was the science teachers (36 percent of the users). The most avid users were the librarians, representing about 24 percent of the users, who corresponded with more individuals and sent more messages. It was evident that constraints on the time of teachers limited their uses of the system. Time, accessibility, and existing routine discouraged teacher use of e-mail and must be considered in any strategy to promote its use. (Contains 22 references.) (SLD)

ED 362 286 PS 021 710

Marshall, Nancy L.; Robeson, Wendy Wagner
Social Support and Adjustment to the Birth of a Child.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Conference of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Birth; Extended Family; *Family Relationship; Infants; Longitudinal Studies; *Mother Attitudes; *Mothers; Nuclear Family; *Social Support Groups
IDENTIFIERS- *Family Support

A study examined the role of social support in the mother's adjustment to the birth of a child by drawing on data collected during interviews with 204 mothers when their infants were 1 and 6 months old. (This data was drawn from a longitudinal study of 1,300 children.) At each interview mothers completed questionnaires about their adjustment to parenting. It was found that mothers living in an extended family reported receiving more help and support than mothers in a nuclear family. While help and support in the first month is not directly related to parental adjustment at 6 months, it is indirectly related. Help and support contribute to the mother feeling less restricted by the demands of parenthood at 1 month, which, in turn, is related to her feeling less restricted at 6 months. Mothers who do not receive adequate help and support at 1 month are more likely to feel restricted at 1 month, and these feelings are likely to continue at 6 months. (MDM)

ED 362 365   RC 019 333

Rosenberg, Howard R.; And Others
Farm Labor Contractors in California. California Agricultural Studies, 92-2.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.; National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, OH.
PUB DATE- Jul 92
NOTE- 123p.; Graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Laborers; Business Administration; Demography; Educational Attainment; *Employment Practices; Farmers; *Farm Labor; *Farm Management; Farm Occupations; *Government Role; Hispanic Americans; *Labor Market
IDENTIFIERS- *California

Farm labor contractors (FLCs) have become increasingly importan in California agriculture. This report examines FLC background characteristics, business practices, and relationships with employers and farm workers, many of whom are seasonal and migrant workers. Over 300 FLCs, farm workers, and growers were interviewed in five California regions. More than 80 percent of the FLCs interviewed were male and Hispanic. Nearly half were born in the United States. They averaged 6 years of schooling in the United States or 3 years in Mexico, about a third had graduated from high school, and 23 percent had completed some college courses. Growers employed FLCs primarily to reduce paperwork and to help recruit and manage farm workers. FLC business and employment practices varied considerably among regions with varying labor demands. Many FLCs mentioned "cutthroat" competition and stated that lack of governmental enforcement of rules and regulations put honest contractors at a disadvantage. Over a third would like the government or university system to provide educational programs on legal, technical, and business aspects of labor contracting. Appendices include the survey instrument, research methodology, and payroll data. This document contains numerous tables and graphs. (LP)

ED 362 384 SE 053 654

Sobolewski, Stanley J.
A Latent Variable Path Analysis Model of Secondary Physics Enrollment in New York State.

PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Enrollment Influences; High Schools; *Physics; *Science Education; Secondary School Science
IDENTIFIERS- *New York

Physics is a fundamental science course and can be valuable to all students, however, enrollment at the high school level is low. This study tries to identify factors that influence high school student enrollment and achievement. Raw data was obtained from the New York State Education Department on magnetic tapes with over 300,000 records containing information about individual classes. From the data sets, variables determined to be appropriate for the model were selected, the latent variables identified, and their relationships explored. There are six major points identified in the study: (1) there has been little change in enrollment in the past 20 years; (2) school level variables, including size of school, instructional facilities, and teacher experience have the strongest relationship to physics enrollment; (3) variables external to the school have the biggest impact on physics achievement; (4) larger schools have disproportionately fewer students enrolled in physics; (5) schools with a higher percentage going to college have a greater physics enrollment; and (6) in schools with a higher percentage of females enrolled in physics, the relationship between achievement in previous science courses and physics achievement is much stronger. (PR)

ED 362 406 SE 053 688

Burr, Judith E.; And Others

Cognetics: Thinking Skills Activities in Inventions/Technology and Science. Teacher's Manual and Student Manual.

PUB DATE- 92

NOTE- 246p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroo Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Cooperative Learning; Decision Making; Elementary School Science; Elementary Secondary Education; *Group Activities; *Problem Solving; *Science Activities; *Science Curriculum; Science Education; Scientific Concepts; Secondary School Science; *Thinking Skills

Cognetics provides an exciting cooperative learning experience for students that develops both thinking skills and content knowledge. In Cognetics, teams of students in grades 3 to 12 create solutions to problems. This set contains a student manual and a teacher's manual. The teacher's manual explains the concept of cognetics and then provides advice on training students in the following: (1) Problem-Solving Steps; (2) Brainstorming; (3) Solution Inhibitors; (4) Developing Questions; and (5) Practice Activities. Both manuals contain student activities in the following areas: (1) Inventions/Technology problems; and (2) Science Problems. The appendix includes sample challenge questions. (PR)

ED 361 973 EC 302 444

Cipani, Ennio
Non-Compliance: Four Strategies That Work. CEC Mini-Library: Classroom Management.
PUB DATE- 93
NOTE- 36p.; For a related document, see EC 302 445.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; *Classroom Techniques; *Compliance (Psychology); Elementary School Students; Elementary Secondary Education; Positive Reinforcement; Preschool Children; Preschool Education; Secondary School Students
IDENTIFIERS- Behavior Management

This manual provides an understanding of child noncompliance and techniques for dealing effectively with children who are noncompliant in the classroom. An introductory chapter describes and defines noncompliance, outlines possible by-products of child noncompliance, and explains how to measure noncompliance. The manual then describes four techniques that have been developed and validated in the applied behavior management research, in both general and special education settings. The techniques can be used in regular classes and resource programs providing consultation to regular education teachers, as well as in resource pull-out programs and special education classes and sites. The four techniques for dealing with noncompliant children include: (1) teacher praise and attention for positive behavior, for students who exhibit noncompliant behavior because they thereby gain the teacher's attention; (2) guided practice and reinforcement, for students whose noncompliance is due to inability to understand the content or meaning of the request; (3) Grandma's rule, which uses a highly preferred activity to reinforce compliance to the disliked activity; and (4) behavioral momentum, which involves building a momentum of compliance to get the child to comply with a request that is probably not going to be readily accepted. A copy of the Council for Exceptional Children's Policy on Physical Intervention is provided. (JDD)

ED 362 097 HE 026 705

Revenues and Expenditures in Intercollegiate Athletics: The
  Feasibility of Collecting National Data by Sport. A Report
  Submitted to Congress by Lamar Alexander.

PUB DATE- Oct 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Budgeting; *College Athletics; Data Collection;
  Departments; *Educational Legislation; *Expenditures; Higher
  Education; *Income; *Intercollegiate Cooperation; Postsecondary
  Education; School Accounting; School Activities
IDENTIFIERS- *Student Right to Know and Campus Security Act

This document presents the text of a study required by Section 105 of the Student Right-to-Know and Campus Security Act of 1990. The study addresses the feasibility of collecting and reporting national data from institutions of higher education on revenues and expenditures in intercollegiate athletics and athletic departments on a sport-by-sport basis. The report first provides the definitions of the elements of revenue and expenditure within the context of intercollegiate sports; and then examines whether one can trace these elements within each sporting function, the activities within those functions (e.g. recruiting), and the objects (e.g. travel) within these activities. Lists of revenues and expenditures are presented and analyzed based on several national surveys and their reports, such as the Raiborn reports, and discussions with the institutions. The report concludes with recommendations concerning the steps required to incorporate some athletic program revenue and/or expenditure data collection into the Integrated Postsecondary Education Data System. Contains approximately 40 references. (GLR)

ED 362 174 IR 016 330

Klein, James D.; And Others
Effects of Cooperative Learning and Incentive on Motivation and Performance.

PUB DATE- Jan 93
NOTE- 10p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Cooperative Learning; Educational Technology; *Educational Television; Education Majors; Group Instruction; Higher Education; *Incentives; Individual Instruction; *Performance; Rewards; *Student Motivation; Teaching Methods; Television Viewing; *Undergraduate Students
IDENTIFIERS- *Continuing Motivation

The effects of cooperative learning and type of reward on performance and continuing motivation were studied as part of a study designed to investigate how cooperative groups can be implemented with media originally designed for individual learning. Subjects were 126 undergraduate (30 males and 96 females) education majors. Subjects were assigned to treatment groups with combinations of instructional method (individual versus cooperative) and kinds of reward (task, performance, and none). Subjects received information, examples, practice, and feedback from an instructional television lesson. Results indicate that subjects who worked alone performed better and expressed more continuing motivation than did those who worked cooperatively. This may result from the fact that television watching is usually a solitary activity, and from the lack of practice in working with others while using instructional television. Type of reward did not affect continuing motivation, and a significant interaction between instructional method and reward was not found. Future research should continue to explore the use of cooperative learning with technologies that were originally designed for individual learning. (Contains 18 references.) (SLD)

ED 362 229 JC 930 452

Individual Referral Case Management Project. Final Report.
SPONS. AGENCY- Alabama State Dept. of Economic and Community Affairs, Mobile.
PUB DATE- 10 Aug 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Caseworker Approach; Community Colleges; *Educational Counseling; *Educational Research; Graduate Surveys; Group Counseling; *Job Training; Management Information Systems; Peer Counseling; Performance Factors; Two Year Colleges

A project was conducted to investigate the effectiveness of using various case management approaches with 120 Job Training Partnership Act (JTPA) participants who were enrolled in individual referral programs at Bishop State Community College and Faulkner State Community College in Alabama. Two staff members were hired by the South Alabama Skills Center to perform case management and management information system functions, including: (1) preparing a monthly summary of and quarterly report on counseling provided; (2) conducting quarterly group counseling, job development/placement, and family support activities; (3) preparing individual case file folders for all referral participants; (4) conducting full, objective assessments of all applicants for referral; and (5) contacting participating colleges and preparing a list of acceptance criteria for each course of study offered to JTPA participants. Research activities for the Individual Referral Case Management Project sought to determine whether project outcomes indicated compliance with contractual performance goals. Data were collected for the study by reviewing end-of-year outcomes, including total number enrolled and served, total terminated, the number and percentage employed, the number and percentage employed in a field related to their studies, and the number of college graduates. The assessment revealed a need for additional data collection efforts; suggested that monthly summaries and quarterly reports were unnecessary; and suggested that group sessions, parent/spouse/guardian meetings, peer assistance, one-to-one meetings should be continued. Extensive data tables are included. Attachments include information on course of study acceptance criteria and a sample program status report (charts). (ECC)

ED 362 247   JC 930 474

Berman, Paul; Weiler, Daniel
Choosing the Future: An Action Agenda for Community Colleges.
PUB DATE- Oct 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Decision Making; *Economic Development; *Economic Impact; Educational Improvement; *Educational Planning; Financial Exigency; Intercollegiate Cooperation; *Modernization; Planning Commissions; Program Improvement; *School Business Relationship; *School Community Relationship; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *California Community Colleges

The Commission on Innovation (CI) was an independent citizens' panel formed by the California Community Colleges (CCC) to investigate the improvement of college services without relying on increased funding. This report presents 13 specific strategies and 73 action steps developed by the CI, organized into three broad areas of improvement. First, the enhancement of learning opportunities is discussed, proposing the creation of a permanent, system-level fund from existing monies to stimulate research in new instructional approaches; the introduction of an articulated system of degrees; a pilot system for assessing student competence; and a review of adult basic education and English-as-a-Second-Language programs to improve quality. The next section proposes expanding the economic development role of the CCC, suggesting the inclusion of state and local economic development in the CCC mission; developing a state investment strategy for expanding college services to businesses; eliminating barriers to the delivery of training to businesses; and supporting the development of Workforce Transition Centers to provide education, training and employment services. Next, methods of modernizing operations are described, including the implementation of collaborative planning and management processes at CCC institutions; developing a technological infrastructure at and between colleges; enhancing local autonomy in college governance; and implementing cost-effective faculty policies. The final section summarizes potential savings and student increases that could result from CI recommendations. Appendixes include a glossary; an extensive list of community college task force members and others who assisted in producing this agenda; and an annotated bibliography listing 10 other Commission documents. (MAB)

ED 362 266 PS 021 678

McCracken, Janet Brown
Valuing Diversity: The Primary Years.
PUB DATE- 93
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Environment; *Cultural Awareness; *Cultural Differences; *Cultural Images; *Cultural Pluralism; Curriculum Design; Curriculum Development; Educational Objectives; Learning Activities; Multicultural Education; Parent Participation; Primary Education; School Community Relationship; *Social Bias; *Stereotypes
IDENTIFIERS- Multicultural Materials

Noting that children who learn to accept and value human diversity will develop the open, flexible approach to life that is needed in today's world, this book examines ways to help young children learn to appreciate cultural diversity in the classroom. Following introductory chapters on the value of diversity and a child's right to the valuing of diversity, the first part of the book examines educational goals and describes a unique, unfolding perspective on education that values human diversity. Commitments teachers must make to themselves and their communities are also discussed. This section includes guidelines for selection of learning materials and activities as well as ideas for a well-rounded environment. The second part suggests ways to expand familiar teaching strategies and curriculum ideas with other appropriate resources to create a truly integrated approach to learning and teaching. The third part includes a list of over 100 children's books and recordings, a resource list of 100 publishers, organizations, and suppliers of educational materials, and a bibliography listing over 160 items. (TJQ)

ED 362 327 PS 021 809

Helling, Mary Kay

School-Based Information to Parents and Parents' Educational/Occupational Aspirations for Their Children.

PUB DATE- Apr 93

NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Attainment; Elementary Education; Elementary School Students; *Information Sources; *Information Utilization; *Parent Aspiration; Parent Background; Parent Influence; Parent School Relationship; *Parent Student Relationship

To identify the information that parents receive about their children's school experiences and to investigate the relationship between this information base and parents' aspirations and expectations regarding their children, a study was conducted of 93 parents of first and fourth graders. The parents were interviewed and administered questionnaires to gather information on family characteristics; the content and quality of parental expectations for their children's academic performance; aspirations regarding children's occupational and educational goals; and the sources and level of information received regarding their children's development, grades and tests, and school events and policies. Results included the following findings: (1) 33% of the parents reported receiving considerable information about school events, while 45% reported receiving no information about their child's physical development; (2) parental aspirations for children ranged from happy with any choice (20%), completion of at least high school (36%), to completion of a vocation or college degree program (31%); (3) parents of first graders reported lower expectations for child performance than parents of fourth graders, while expectations were lower for first grade boys than for girls; (4) parental perception of consistency of information was significantly related to their commitment to aspirations; and

(5) parental perceptions of their children's current performance was related more closely to their information base than were their aspirations for the future. (Contains 22 references.) (BCY)

ED 362 347 RC 019 304

The Public Mind: Views of Pennsylvania Citizens. Education, Welfare Reform, Reducing Smoking, Workman's Compensation, Children's Health & Safety, Unintended Pregnancies/Births. Report No. 5.
PUB DATE- May 93
NOTE- 57p.; For the May 1992 report, see ED 355 049.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Health; Educational Attitudes; *Educational Change; Elementary Secondary Education; Pregnancy; *Public Opinion; *Public Policy; *Rural Urban Differences; Safety; Smoking; Social Attitudes; Telephone Surveys; *Welfare Services; Workers Compensation
IDENTIFIERS- *Pennsylvania

A telephone survey of a random sample of over 1,650 Pennsylvania citizens solicited opinions on proposals for improvements in the areas of: (1) welfare reform; (2) smoking reduction; (3) unintended pregnancies and unwanted births; (4) education reform; (5) children's health and safety; and (6) workmen's compensation. Each section of this report provides a bar graph showing the percentage of citizens supporting each proposal along with a narrative description of each proposal and results. In addition, tables list breakdowns of responses by rural and urban status, region, age, sex, marital status, educational level, political affiliation, religious preference, and age of children. Results of the education portion of the survey show that the majority of Pennsylvanians support: (1) funding additional Head Start classes; (2) lowering the age of required school attendance from 8 to 5 or 6; (3) requiring financially able parents to pay for college; (4) raising the legal dropout age from 16 to 18; (5) funding public education mostly through state income tax; (6) mandating full-day kindergarten; and (7) banning physical punishment in public schools. Only 40 percent support an increase in the number of school days in a school year. Appendices provide a map of regional and urban-rural classification, lists of urban and rural counties, and characteristics of the sample survey. (KS)

ED 362 015 FL 021 450

Garrott, Carl L.
Understanding the Haitian Student: Resources for the French Instructor.
PUB DATE- 19 Jul 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Traits; *Culture Conflict; Foreign Countries; French; *Haitian Creole; *Haitians; Higher Education; History; Immigrants; Language Attitudes; Language Variation; *Racial Bias; Secondary Education; Second Language Instruction; Teacher Attitudes; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- *French Speaking; Haiti

Problems encountered by Haitian immigrant student in United States schools are examined, and information is offered to help secondary and college French teachers deal with this population equitably and knowledgeably. Difficulties for immigrants from Haiti, particularly students, include differences between Haitian Creole and standard spoken French and the attitudes held about Creole, attitudes about European French culture and Haitian culture, and racial bias manifested in classroom interaction and teacher expectations. Information for teachers includes: a survey of the major points of Haitian history; a description of the structure of Haitian secondary education and the "baccalaureat," including commonly-held attitudes about education and social class; notes on Haitian higher education; and useful words and expressions in Haitian Creole. Contains 14 references. (MSE)

ED 362 306 PS 021 747

Core Knowledge Resource Guide.
PUB DATE- Apr 93
NOTE- 173p.; Periodically updated. For the "Core Knowledge Sequence," see PS 021 746.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131),Books (010)
DESCRIPTORS- Annotated Bibliographies; *Core Curriculum; Curriculum Guides; Elementary Education; *Elementary School Curriculum; *Textbook Evaluation
IDENTIFIERS- *Core Knowledge Foundation

This resource guide is an annotated bibliography of books and other print sources relevant to the content specified in the Core Knowledge Sequences for grades 1 through 6, which are curricular guidelines published by the Core Knowledge Foundation. Entries are organized by subject area and grade level. Within each grade and subject area, entries are organized to correspond to specific topics and subtopics in the Core Knowledge Sequence. The sections of the book address the following subject areas: (1) language arts; (2) American civilization; (3) world civilization; (4) geography; (5) music; (6) visual arts and architecture; (7) mathematics; (8) life science; and (9) physical science. A list of publishers, with addresses and telephone numbers, is also provided. (MDM)

ED 362 036 FL 021 500

Braine, George
Starting ESL Classes in Freshman Writing Programs.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Classroom Techniques; College Freshmen; Culture Conflict; *English (Second Language); *Faculty Development; *Freshman Composition; Higher Education; Instructional Effectiveness; Intercultural Communication; Program Descriptions; Program Development; Second Language Instruction; *Second Language Programs; Student Attitudes; Student Needs; *Writing Instruction
IDENTIFIERS- *University of South Alabama

The University of South Alabama addressed a rapid increase in the population of limited-English-proficient (LEP) students in its freshman composition classes by developing classes in writing in English as a Second Language (ESL). These students were having difficulty in mainstream freshman composition classes, both with the proficiency level expected of them and with a feeling of isolation. In addition, teachers often had difficulty with classroom communication and cultural differences in rhetoric and organization of compositions. Teacher workshops in ESL pedagogy were begun, offering information about the ESL student population and services at the institution, second language learning and teaching, culture shock, aspects of ESL writing, evaluation of ESL writing, and advising. Readings and student compositions were used as instructional materials. Subsequently, teachers participating in the workshops volunteered to teach ESL composition course. Enrollment in these classes is limited to 20, and ESL students have the option of enrolling in either this or the mainstream course. Since the program's inception, the ESL student passing rate has risen substantially, and teachers have found that ESL student participation in class is much better. Students have responded enthusiastically, citing greater comfort in classroom communication. (MSE)

ED 362 059 FL 021 531

Brock, Mark N.; And Others
Observation from the Other Side.

PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (27th, Atlanta, GA, April 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; *English (Second Language); English for Academic Purposes; English for Special Purposes; *Faculty Development; Foreign Countries; Higher Education; Journal Writing; *Language Teachers; Second Language Instruction; Student Evaluation of Teacher Performance; Teacher Education; *Teacher Evaluation

A study investigated the benefits to three practicing teachers of the experience of being observed by preservice teacher trainees. Information was drawn from teacher journal entries concerning this experience, observations by the student teachers, and conversation among teachers and between teachers and preservice observers. Specifically, the investigation considered: (1) how the presence of student observers affected teaching behavior and decision-making; (2) teachers' discoveries about their own approaches to teaching through this experience; and (3) how being observed affected teachers' views of themselves as language teachers. The teachers being observed were instructors of English for special purposes and English for academic purposes in a Hong Kong higher education institution. Results are discussed and illustrated by teacher comments. Teachers noted both benefits and limitations to learning from observation by student teachers. It is concluded that for teachers to take advantages of student observation as a tool for their own professional development, some observation tasks should require documentation of causal relationships in classroom events; teachers should help develop some of the observation protocols; teachers should keep journals of the experience; discussion among colleagues also being observed should be promoted; observers be discouraged from making evaluative comments; followup discussion between teacher and observer be included. (MSE)

ED 362 079 HE 026 687

Martin, Judith L.

Academic Deans: An Analysis of Effective Academic Leadership at Research Universities.

PUB DATE- 15 Apr 93
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Deans; *Administrator Effectiveness; Case Studies; College Administration; Higher Education; Interviews; *Leadership Qualities; Leadership Styles; *Research Universities; State Universities

This study sought to understand the roles and characteristics of individuals identified as effective academic deans at public research universities. The study used an inductive grounded theory approach guided by a broad conceptual framework and was guided by the broad constructs of quality/culture, teamwork/governance, and analysis/knowledge. In particular the study conducted five case studies of effective academic deans through interviewing key informants, acquiring supportive documentation, and identifying patterns, themes, and categories. Each dean was from a different university and represented a different discipline area (education; engineering; science, mathematics, engineering and technology; social sciences and the related professions; and music and the performing arts). The deans were selected by asking the vice president, provost, chancellor, or president on five campuses to nominate an effective academic dean in a school or college that offered both undergraduate and graduate programs. Data collection involved 1-week site visits and 16 to 22 interviews for each case in an open ended format. The case studies indicated that effective leaders are defined by five areas of expertise. First, they are cultural representatives of their colleges and universities. Second, as communicators they are continually striving for more efficient and more inclusive communication structure, networks and processes. Third, the successful dean is a skilled manager and, fourth, he/she is a planner/analyst. Finally, successful deans are advocates for the institution and cultivate relationships with various groups and individuals on campus. (Contains 60 references.) (JB)

ED 362 117   HE 026 725

Clark, Lynne W., Ed.; Waltzman, Dava E., Ed.
Faculty and Student Challenges in Facing Cultural and Linguistic Diversity.
PUB DATE- 93
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; American Indians; Asian Americans; Blacks; *Cognitive Style; College Faculty; Cross Cultural Studies; *Cultural Differences; Cultural Influences; *Curriculum Development; Demography; *Educational Strategies; Ethnic Groups; Foreign Students; Higher Education; Hispanic Americans; Intercultural Communication; Limited English Speaking; *Minority Groups; Racial Bias; Teacher Attitudes
IDENTIFIERS- African Americans; Diversity (Student); Language Minorities

This volume on strategies for meeting the challenges of cultural and linguistic diversity is designed to help faculty and administration in the professional education programs of the allied health professionals. The book's 11 chapters are divided among 3 main parts. The first section offers an introduction to the challenges before faculty and students. Chapter 1 provides demographic data and discusses cultural and communicative competency and the hidden curriculum. Chapter 2 discusses the question of addressing race, ethnicity and diversity in the academic setting. Chapter 3 describes how social cultural bias and prejudice develops, and provides suggestions on how faculty can overcome bias. The second part of the book introduces the reader to the major American cultural and ethnic student groups and provides background information concerning cultural differences in learning styles and views of education and health. In this part, chapters 4, 5, 6, and 7 separately profile African American, Hispanic/Latino, Asian and Pacific Islander, and Native American students respectively. Chapter 8 addresses some of the common educational obstacles that foreign students encounter. The three chapters of the final section cover successful learning strategies and curriculum approaches. Chapter 9 outlines factors impacting the performance of minority students and provides language-learning and text strategies to facilitate student retention. Chapter 10 covers curriculum approaches for teaching cultural diversity in the professional programs of allied health, and chapter 11 discusses cross-cultural curriculum approaches to preparing students as effective health care professionals. References follow each chapter. (Author/JB)

ED 362 194 IR 016 350

Pridemore, Doris R.; Klein, James D.
Learner Control of Feedback in a Computer Lesson.
PUB DATE- Jan 93
NOTE- 7p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Education Majors; Experimental Groups; *Feedback; Higher Education; Instructional Design; *Instructional Effectiveness; Intermode Differences; *Learner Controlled Instruction; *Performance; *Programed Instruction; Student Attitudes; Undergraduate Students
IDENTIFIERS- Elaboration; Verification

This study assessed whether learner control of feedback has a beneficial effect in student performance and attitude, focusing on whether the degree of elaboration feedback needed for high performance could be determined. Program and learner control were used at three levels of feedback, verification, correct answer, and elaboration. Subjects were 126 undergraduate education majors at a southwestern university, divided into 6 experimental groups. This study and a previous study demonstrate that verification feedback alone is insufficient for subjects to reach high levels of performance on a posttest. This study shows only a minimum improvement when elaboration was added to the correct answer feedback. The additional time and expense needed to design the instruction with elaboration feedback is probably not warranted, since students perform at almost the same level with only the correct answer. The pattern of improved performance from verification to correct answer was seen in program and learner-control conditions. Program control subjects always outperformed learner control subjects, and learner control subjects spent less time studying feedback than did program control subjects. Results suggest that program control with correct answer feedback is the most effective and efficient way to present instruction on the computer. (Contains 4 references.) (SLD)

ED 362 212 IR 016 368

Williams, Michael D.; Dodge, Bernard J.
Tracking and Analyzing Learner-Computer Interaction.
PUB DATE- Jan 93
NOTE- 16p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Computer Software; Data Analysis; Error of Measurement; Higher Education; Hypermedia; Interaction; Learning Strategies; *Man Machine Systems; *Measurement Techniques
IDENTIFIERS- *Audit Trails; *HyperCard; San Diego State University CA

Some specific computer-based tools for collecting and examining audit trails, i.e., data that describe a learner's path through a computer-based instruction (CBI) lesson, are detailed. Data analysis and measurement issues related to audit trails are also discussed. A particular set of embedded computer-based tools currently being used at San Diego State University (California) is described. These tools assess the what, where, and when of learner actions. The examples are developed in HyperCard. Researchers may attempt to interpret student responses by looking at the audit trail output file, but are probably better served by replaying the lesson to experience CBI as the learner did. Data from large numbers of learners may be aggregated for analysis. Issues of measurement error and concerns in dealing with aggregated data are reviewed. Audit trails can provide a great deal of understanding of how students experience CBI. Three figures illustrate the discussion. An appendix presents some scripts for audit trail handlers in HyperCard. (SLD)

ED 362 287 PS 021 712

Dana, Nancy Fichtman
Teachers for Change: An Elementary School Collaborative Program for Enhancing School Climate.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; College School Cooperation; Dialog Journals; *Educational Change; Elementary Education; *Elementary School Teachers; Ethnography; Professional Development; Qualitative Research; *Teacher Attitudes; Teacher Morale; *Teaching Experience
IDENTIFIERS- *Collaborative Research; *Teacher Initiated Activities; Teacher Isolation; Teacher Researchers

Focusing on the emerging nature of teacher voice in educational change, this ethnographic study examined the process of teacher-initiated change through collaborative research in an elementary school. Four elementary school teachers, their principal, and a university professor were involved in the research. Qualitative data was collected through participant observation, ethnographic interviews, document analysis, and dialogue journals. Findings are presented as assertions supported with excerpts from the collected data (conversation transcripts, field notes, dialogue journal entries, etc.). The first assertion states that a culture of seclusion and isolation has contained teachers' voices within their classrooms, and that teachers yearn for professional opportunities to make their voices heard. The second assertion states that the creation of a culture for change begins with the establishment of a culture of collegiality and caring. Such a culture may be fostered by the creation of professional opportunities for teachers to engage in dialogue and construct knowledge with peers. Contains 35 references. (MM)

ED 362 385 SE 053 655

Yore, Larry D.; And Others
Middle School Students' Metacognitive Awareness of Science Reading, Science Text and Science Reading Strategies: Model Verification.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993). For related reports, see ED 356 134-135.
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; Elementary School Students; Foreign Countries; Intermediate Grades; Junior High Schools; Junior High School Students; *Metacognition; Middle Schools; Reading Comprehension; Reading Research; *Science Education
IDENTIFIERS- British Columbia; *Middle School Students

This study attempted to verify a strategic metacognition model of an efficient, successful science reader based on an analytical induction of reading research results; develop a valid objective assessment instrument; and provide a profile of middle school students' metacognitive knowledge about science reading, science test, and text reading strategies. A 63-item test was developed and given to 532 students in British Columbia (Canada). Interviews also provided data. Results indicate that middle school students have limited knowledge about science reading, science text, and text reading strategies. High ability readers had significantly different scores on the metacognitive test than did low ability readers. It appears that grade level does not increase metacognitive awareness of science reading and science text. (PR)

ED 361 994 FL 021 204

Mapa Sociolinguistico. Analisis demolinguistico de la Comunidad Autonoma Vasca derivado del padron de 1986 (Sociolinguistic Map. Demolinguistic analysis of the Autonomous Basque Community derived from the 1986 Census).

PUB DATE- 89

NOTE- 326p.; Title in Basque and Spanish. Basque title reads: "Soziolinguistikaska Mapa 1986. Urteko Erroldaren Araberako Euskal Autonomi Elkarteko Azterketa Demolinguistikoa." Many numbered but blank pages not microfilmed.

LANGUAGE- Basque; Spanish

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- ESL students with 12 or more E classes,Numerical/Quantitative Data (110), Reference Materials - Geographic Materials (133)

DESCRIPTORS- *Basque; *Demography; Foreign Countries; Language Maintenance; *Language Planning; Language Skill Attrition; Language Standardization; *Maps; *Sociolinguistics; Statistical Analysis; Uncommonly Taught Languages

IDENTIFIERS- Spain

Sociolinguistic data are presented in the form of sophisticated maps and tables in this pioneering study on the status of the Basque language. Based on information collected from the 1986 census, the major demographic characteristics of Basque are examined in order to ascertain the factors and processes that have contributed to its current status. Detailed province-by-province, community-by-community data on Basque speakers are presented, analyzing such variables as age and social/professional class. It is expected that the results of this study will be used to plan language policy in the region. (KM)

ED 362 155 IR 016 311

Cashman, Cynthia S.; McCraw, Phyllis
Conducting Qualitative Research in Instructional Technology: Methods and Techniques.
PUB DATE- Jan 93
NOTE- 8p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cultural Awareness; Cultural Differences; Data Collection; Educational Research; Educational Researchers; *Educational Technology; Elementary Secondary Education; *Ethnography; Higher Education; *Phenomenology; *Qualitative Research; *Research Methodology; Research Reports; Sample Size

The case study, the use of ethnography, and phenomenological methods and techniques of research are introduced as approaches to qualitative research in the area of educational technology. Both ethnography and phenomenological research are interpretive and descriptive forms of research. The ethnographic investigation focuses on the social organization of a group to examine the cultural processes and perspectives of those within the culture. Meaning assigned to experience and behavior in a culture results from a complex mixture of objects, situations, and events. Phenomenological researchers believe that there are multiple ways of interpreting events for each person and that these interpretations are what constitute reality for each person. A case study provides a holistic description of an environment. Case studies may be written at different analytic levels and result in different products, depending on the research questions. Research questions may be vague at the beginning of a qualitative study, but they are refined in the study process. Qualitative research issues of population, data collection and analysis, and reporting results are explored. (Contains 11 references.) (SLD)

ED 362 307 PS 021 749

Reynolds, Arthur J.; And Others
Schools, Families, and Children: Sixth Year Results from the
Longitudinal Study of Children at Risk.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Blacks; Early Intervention; *Elementary School Students; *Family Environment; Grade 6; *High Risk Students; Hispanic Americans; Intermediate Grades; Longitudinal Studies; *School Effectiveness; *Social Adjustment; Socioeconomic Background; Student Attitudes
IDENTIFIERS- *Chicago Public Schools IL; Longitudinal Study of Children At Risk IL

This report presents grade six findings of the Longitudinal Study of Children at Risk, an on-going, prospective study that has followed 1,235 low-income, minority children in the Chicago Public Schools since 1986. Three major questions are addressed in the report: What are the children's levels of school competence and socioemotional development?; What are the learning environments that these children experience, including the school, classroom, and family?; and, What are the effects of family, school, instructional factors, and individual factors in adjustment, especially those that are alterable in an educational context? The general pattern of results presented in the report indicates that the academic adjustment of the typical child in the study was relatively poor. On average, the children were 1.5 to 2 years behind the national average in reading and mathematics achievement, and 25 percent had been retained in grade. Social adjustment, however, was relatively good, with only 12 percent of students exhibiting delinquent behavior. Most children were happy, optimistic, had high levels of self-esteem, and expected to lead meaningful adult lives. The report recommends that schools: (1) identify at risk children as early as possible; (2) incorporate programs that focus on social adjustment into instruction in order to reduce behavior problems; (3) greatly increase the size and scope of early intervention programs; and (4) encourage teachers to make better use of intrinsic reinforcement in their classrooms. Contains 61 references. (MDM)

ED 362 407 SE 053 698

Physics 300 Provincial Examination.
PUB DATE- Jan 93
NOTE- 95p.
LANGUAGE- French; English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Electricity; Elementary Secondary Education; Force; Foreign Countries; French; High Schools; Item Analysis; Magnets; *Physics; Science Education; *Science Tests
IDENTIFIERS- *Manitoba; Wave Theory

This document consists of the physics 300 provincial examination (English version), a separate "provincial summary report" on the results of giving the test, and a separate French language version of the examination. This physics examination contains a 53-item multiple choice section and an 12 item free response section. Subsections of the test include: (1) Waves; (2) Static Electricity; (3) Fields and Forces; (4) Basic Electrical Circuits; (5) Basic Magnetism; and (6) Electromagnetic Induction. The summary gives an item analysis for each multiple choice question and the amount of marks awarded for each free response question. A cumulative frequency histogram of the provincial data is provided (PR)

ED 361 954 EC 302 422

Wilkes, Dianne
Children Exposed to Drugs: Meeting Their Needs. HOT TOPICS: Usable Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcoholism; *Congenital Impairments; *Demonstration Programs; Drug Abuse; Early Intervention; Educational Needs; Family Problems; Incidence; *Intervention; Parent Education; *Prenatal Influences; Research and Development; Student Characteristics; *Substance Abuse; Teacher Education; Theory Practice Relationship
IDENTIFIERS- *Fetal Drug Exposure

This guide attempts to apply research findings on children exposed to drugs during the prenatal period to practical educational considerations. Section I is an overview of the prevalence and impact of substance exposure, including chapters on the effects that prenatal substance exposure and living in a drug-abusing environment have on children. Research findings from studies on children exposed to drugs are summarized. Section II presents programs and services that are proving successful with this population. It describes federal, state, and community early intervention programs as well as training programs for both teachers and parents. Also presented are practices that foster the development of these children and specific ideas from successful programs and practices. Section III identifies a variety of classroom management and instructional strategies, including more examples of effective programs as well as a number of teaching tips. Section IV contains an annotated list of organizations, consultants, publications, and other resources of interest to practitioners and policymakers. The appendices contain information on the Drug-Free Schools Recognition Program, sample behavior modification charts, and a classroom rating scale for teachers. (Contains 120 references.) (DB)

ED 361 974 EC 302 445

Cipani, Ennio
Disruptive Behavior: Three Techniques To Use in Your Classroom. CEC Mini-Library: Classroom Management.

PUB DATE- 93
NOTE- 33p.; For a related document, see EC 302 444.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Change; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Compliance (Psychology); Elementary School Students; Elementary Secondary Education; Intervention; *Positive Reinforcement; Preschool Children; Preschool Education; Secondary School Students
IDENTIFIERS- Behavior Management

The purpose of this manual is to provide teachers and other instructional personnel with an understanding of disruptive behavior and effective techniques to use in dealing with children who are disruptive in the classroom. An introductory chapter describes and defines disruptive behavior, explains possible by-products of disruptive behavior, and examines how to measure disruptive behavior. The manual describes three techniques that have been developed and validated in the applied behavioral management research in both general and special education settings. These techniques can be used in regular classes and resource programs providing consultation to regular education teachers, as well as resource pull-out programs and special education classes and sites. The techniques include: (1) catch them being good, which involves praising the appropriate behavior of children and ignoring disruptive behavior; (2) behavioral contracting, which specifies the child's behavioral obligations in meeting the terms of a written contract and the teacher's obligations in providing an agreed-upon reward once the child has met his or her obligation; and (3) a variation of the "good behavior game" in which the whole class as a team or as two or three teams receive positive reinforcement for appropriate behavior. The manual concludes with a copy of the Council for Exceptional Children's Policy on Physical Intervention. (JDD)

ED 362 016 FL 021 451

Alexander, N.
Teaching ESL Content through Kite Making for Grades K-12.

PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Class Activities; Curriculum Development; Elementary School Students; Elementary Secondary Education; *English (Second Language); *Handicrafts; *Language Skills; Literature Appreciation; *Mathematics Instruction; Reading Instruction; Science Instruction; Secondary School Students; Second Language Instruction; Skill Development; Social Studies; *Vocabulary Development
IDENTIFIERS- Content Area Teaching; *Kites

Ideas for teaching elementary and secondary students of English as a Second Language (ESL) through a unit on kites and kite-making are offered. First, unit objectives are outlined. These include objectives for cognitive skill development (classification, comparison), psychomotor skills (constructing a kite), mathematical operations (measuring, calculating size and surface area), comprehension of scientific principles (lift and drag), speaking and writing (discussion of and writing about kite-making and kite-flying), and cultural education (sharing customs concerning kites). A series of lessons follows, each for a specific language level and including a vocabulary list and class activities. Instructions for making a plastic-bag kite and a Japanese folding kite are presented. Suggestions for teaching a reading, literature, and social studies lesson using a story about kites is also presented, with the story text accompanying it. Additional information includes a bibliography of literature about kites, a list of books about kite construction, and addresses for sources of kite-making materials. (MSE)

ED 362 098 HE 026 706

Knapp, Laura Green; And Others

Trends in Student Aid: 1983 to 1993. Update.

PUB DATE- Sep 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)

DESCRIPTORS- Comparative Analysis; *Federal Aid; Higher Education; Postsecondary Education; Statistical Data; *Student Costs; *Student Financial Aid; Student Loan Programs; Trend Analysis; Tuition

IDENTIFIERS- Family Education Loan Program; Pell Grant Program; Stafford Student Loan Program

This report provides statistical data illustrating trends in student aid from 1983 to 1993 including revised figures for the 1980s. In addition, it reports changes in the costs of attending college and in family incomes. The data represents virtually all federal aid and the vast majority of state and institutional assistance available to students in postsecondary education. All data are reported in constant (adjusted for inflation) dollars, as well as in current dollars. Tables 1 through 8 provide a variety of statistics on student aid, family income, and college costs for the period 1983-84 through 1992-93. Appendix tables provide basic program statistics for all years in the data base back to 1963-64. Among the data reported are that: (1) total available student aid in 1992-93 was $34.6 billion, 41 percent higher (adjusted for inflation) than a decade before; (2) in academic year 1992-93, the federal government provided 74 percent of available student aid; (3) in the 1992-93 academic year the largest single source of aid was the Federal Family Education Loans Program; (4) in the 1990s, costs of college attendance, particularly tuition and fees, have been rising more rapidly in public than in private institutions of higher education; and (5) the share of funds going to proprietary school students from Pell Grants and Stafford Loans began to decline after 1987. (GLR)

ED 362 136 HE 026 744

Facilities Inventory and Utilization Study, Fall of 1992: For the State of North Carolina. Twenty-Sixth Edition.

PUB DATE- Sep 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Accessibility (for Disabled); College Buildings; Community Colleges; *Educational Facilities; Facility Case Studies; Facility Inventory; Facility Utilization Research; *Higher Education; Physical Disabilities; Private Colleges; Public Colleges; State Surveys; *Use Studies
IDENTIFIERS- *North Carolina

This publication presents the results of the twenty-sixth annual inventory and utilization study of the status of space in North Carolina institutions of higher education at the end of the drop-add period of the 1992 fall term. The study provides data for 113 institutions, including the public institutions which comprise the University of North Carolina, 39 private non-profit colleges and universities, and the 58 public two-year institutions of the Community College System. The report gives indications of the uses being made of the space and provides, where feasible, norms and historical information for the past 5 years. Statistics for private institutions are shown by group rather than institution. The study is divided into four sections. The section on the utilization of instructional space provides ratios, percentages, and indices which relate the amount of instructional activity at an institution to various categories of campus space. The section on interior space characteristics statistically describes campus space by its uses and the programs to which it is assigned. The section on building characteristics contains data on building age, condition, and replacement cost. The final section describes accessibility to persons in wheelchairs. An institutional index and subject index are included. (GLR)

ED 362 230 JC 930 453

Melton, Jimmie H.
Table Clinics: A Valuable Learning Experience for Allied Health Students.

PUB DATE- 24 May 93
NOTE- 11p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Classroom Techniques; Community Colleges; *Learning Activities; *Student Developed Materials; *Student Projects; Student Research; Theory Practice Relationship; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Table Clinics

Table clinics, or short oral presentations on techniques related to some phase of research, diagnosis, or treatment, can be used to enrich allied health education. To present a table clinic, students must choose a topic which lends itself to a 5- to 7-minute presentation and which imparts knowledge that participants can take back to their workplace and implement with minimum cost and effort. After choosing a topic, students must review the literature on the topic to determine its usefulness and to help narrow it. Students must then research further, either performing their own investigations or using approximately three to four sources. Once the research has been organized, a script must be developed that has both valid, reliable content and grammatical correctness. Next, students must select the format of the clinic, which will include live demonstrations, poster board presentations and discussion, or combinations of different types of media. Preparing the display board provides students the opportunity to interact, allowing them to assist each other with the development of the board. Finally, presentation of the clinic should be concise, but students should not memorize the presentation to maintain the informal, interactive nature of the clinic. Examples are drawn from the field of dental education. (MAB)

ED 362 267 PS 021 679

King, Margaret A.; And Others
Creating a Child-Centered Day Care Environment for Two-Year-Olds.
PUB DATE- 25 May 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Child Development; Childhood Interests; Classroom Environment; Classroom Techniques; *Curriculum Design; *Curriculum Development; *Day Care; Day Care Centers; Developmental Stages; Learning Activities; *Preschool Children; Preschool Education; *Toddlers
IDENTIFIERS- Age Appropriateness; *Child Centered Education; *Developmentally Appropriate Programs

Noting that when planning a program for 2-year-olds, it is important for the teacher to consider the developmental levels and interests of the children, this book offers teachers a practical guide for working with 2-year-olds in a child care setting. The 15 chapters focus on the following areas: (1) designing a flexible and responsive environment that allows 2-year-olds to participate actively; (2) planning developmentally appropriate experiences that are age appropriate and individual appropriate; (3) describing the characteristics of 2-year-olds by providing basic information about their social, emotional, cognitive, and physical development; (4) defining linkages between home, center, and community by giving strategies for involving parents and families in the child care setting; (5) handling transitions by offering suggestions for helping 2-year-olds deal with the transition from home to the child care center; (6) supporting development of prosocial skills by offering ideas on appropriate guidance techniques for working with 2-year-olds; (7) helping 2-year-olds develop self-help skills; (8) and planning developmentally appropriate activities using art, music, sand, water, reading, language, dramatic play, blocks, manipulatives, cooking, and gross motor skills. The book also lists 20 resources for teachers and 56 suggested books for 2-year-olds. (TJQ)

ED 362 328 PS 021 815

The Alameda County Survey of Child Care Center Salaries, Benefits, and Working Conditions: 1992.

PUB DATE— 92

NOTE— 12p.

LANGUAGE— English

EDRS Price— MF01/PC01 Plus Postage.

PUB TYPE— Reports - Research/Technical (143)

DESCRIPTORS— Day Care Centers; Early Childhood Education; *Faculty Mobility; *Fringe Benefits; *Labor Turnover; *Preschool Teachers; *Salaries; Surveys; *Work Environment

IDENTIFIERS— *California (Alameda County)

This report documents current wages, benefits, working conditions, and turnover rates for child care teaching staff in Alameda County, California, based on a random proportional sample of 121 center-based programs. The centers represented various types of full-day programs throughout the county, including church-sponsored, non-profit government subsidized, non-profit unsubsidized, for-profit, and school-sponsored operations. Much of the information is presented in charts which delineate: (1) salaries by region; (2) benefits provided; (3) salaries by auspice in northern Alameda County; (4) trends in teachers' wages in northern Alameda County, 1986-92; (5) trends in assistants' wages in northern Alameda County, 1986-92; (6) trends in directors' wages in northern Alameda County 1986-92; (7) salaries by auspice in southern Alameda County; (8) trends in teachers' wages in southern Alameda County, 1989-92; (9) trends in assistants' wages in southern Alameda County, 1989-92; (10) trends in directors' wages in southern Alameda County 1989-92; and (11) salaries by auspice for different regions of the county. Teacher and assistant turnover rates in both northern and southern Alameda County increased significantly. The report concludes that without major improvements in salaries and working conditions, qualified staff in California and other states will continue to leave the child care field for jobs that offer a living wage. (MDM)

ED 362 348   RC 019 305

Lopez-Trevino, Maria Elena
A Radio Model: A Community Strategy To Address the Problems and
  Needs of Mexican American Women Farmworkers.
PUB DATE- Aug 89
NOTE- 184p.; Master's Thesis, California State University, Long
  Beach.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Activism; Adult Education;
  *Agricultural Laborers; *Educational Radio; *Employed Women;
  Ethnic Stereotypes; *Mexican Americans; *Needs Assessment;
  *Programing (Broadcast); Sex Stereotypes; Work Environment
IDENTIFIERS- California (Coachella Valley); Chicanas; *Empowerment

Interviews with 60 Mexican-American female farmworkers in the Coachella Valley (California) identified their major problems, needs, and suggestions of topics to be presented in a community-based educational radio program. Two major problems identified by these women were low wages and occupational exposure to pesticides. Contrary to cultural stereotypes, most of the women were in cooperative rather than highly traditional marital relationships. This result does not support the assumption that the low socioeconomic and political status of women farmworkers is due to the traditional gender value system of the Mexican-American community. Eleven main topics were developed for the community-based radio program based on the needs, problems, and themes articulated in the interviews. The program aimed to empower women farmworkers through access to information about their rights and about community services and resources, while negating the "blaming the victim" ideology prevalent in the professional community. The 11 topics and methods of presentation are outlined. Among the topics are political, economic, and educational discrimination; available adult education programs and child care alternatives; and higher education for farmworkers' children. Due to controversy and reluctance among community professionals, the radio program was not implemented. However, unexpectedly, the Chicana interviewers involved in the project formed a women's political support group to empower and organize campesinas. Contains 80 references and the interview questionnaire. (SV)

ED 362 366   RC 019 334

Perloff, Jeffrey M.
The Effect of Wage Differentials on Choosing To Work in
  Agriculture: Implications for the Immigration Control and
  Reform Act.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Jul 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Laborers; Agriculture; *Career Choice;
  Demography; Educational Attainment; *Farm Labor; Foreign
  Workers; *Labor Supply; Mexican Americans; Mexicans; *Salary
  Wage Differentials; Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986

This report examines the wage differential necessary to induce nonagricultural workers to work in agriculture. The responsiveness of labor supply to wage changes is important because the Immigration Reform and Control Act may reduce the supply of immigrant farm labor in the United States. A random sample of 931 males with a ninth grade education or less, living outside of major metropolitan areas, was selected from the Bureau of Labor Statistics Current Population Survey. Nineteen percent were hired agricultural workers. Subjects are described in terms of region, state, ethnicity, marital status, job characteristics, number of children, years of schooling (tables 2 and 3), years of experience, earnings, and weekly hours of work. Compared to nonagricultural workers, agricultural workers averaged 1 year less of education and 6 years less of work experience, and they were seven times as likely to be Mexican and about twice as likely to be Mexican-American or "other Hispanic." An empirical model was used to estimate the change in the number of agricultural workers given an increase in the agricultural wage. Results indicate that inducing nonagricultural workers to switch to agriculture may not be as costly as some have suggested. A 10 percent increase in wages may increase the numbers in agriculture of rural male workers with a ninth grade education by nearly 25 percent. However, in California, and especially in certain crops, a large percentage of the agricultural work force has traditionally been undocumented workers, so larger wage increases may be required to produce the same effects. (LP)

ED 361 995 FL 021 208

Jiwele-Baxoje Wan'shige Ukenye Ich'e Otoe-Iowa Indian Language Books I and II.

PUB DATE- 78
NOTE- 243p.; A product of the Jiwele Baxoje Language Project. Park Hill, OK.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Alphabets; *American Indian Languages; Daily Living Skills; Dictionaries; Folk Culture; *Grammar; *Language Patterns; Pattern Drills (Language); Phrase Structure; Sentence Structure; Songs; *Uncommonly Taught Languages
IDENTIFIERS- Iowa (Language); *Iowa (Tribe); Oto; *Otoe (Tribe)

The two volumes present information on the structure, grammar, and alphabet of the language of the Otoe and Iowa Indian tribes. They are intended to support the teaching and maintenance of that language and culture. The first book introduces the reader to simple sentences in three segments: letters of the alphabet, with a simple illustrative story; short conversational sentences to be memorized and/or adapted; and grammatical explanation of the units of the simple sentence, with substitution drills of basic phrase and sentence types. The second book begins with a review of the alphabet and phonology and a prayer and the Ten Commandments presented in the target language. Subsequent sections contain: a review of simple sentence structure with more emphasis on verbs and modifiers; a unit on compound sentences; a unit on complex sentences; 10 stories and conversations, with translations; and lyrics to nine songs and hymns, both Indian and Christian, with translations. Vocabulary lists are appended. (MSE)

ED 362 037 FL 021 501

Oladejo, J. A.
How Not To Embark on a Bilingual Education Policy in a Developing Country: The Case of Nigeria.

PUB DATE- Dec 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingual Education; Case Studies; Developing Nations; Foreign Countries; Language Planning; *Policy Formation; *Public Policy
IDENTIFIERS- *Nigeria; Policy Implementation

This paper traces the origin and development of bilingual education in Nigeria. Necessary facilities for a successful implementation of a bilingual education policy in a developing country such as Nigeria are discussed. The paper argues that, although there was a genuine need for Nigeria to embark on a bilingual education policy in the first place, the policy was, however, too ambitious and unrealistic. It is further argued that, due to lack of foresight and due to inadequate planning, certain fundamental issues were ignored that were essential for the policy to succeed. Consequently, the difficulties being experienced now with its implementation are only a prelude to a predictable total demise of the policy. (Author/JL)

ED 362 175 IR 016 331

Klein, James D.; And Others

Effects of Cooperative Learning and Type of Reward on Performance and Continuing Motivation.

PUB DATE- Jan 93

NOTE- 22p.; In: Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993); see IR 016 300.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Cooperative Learning; *Educational Television; Higher Education; *Independent Study; Performance; *Rewards; *Student Motivation; Undergraduate Students

IDENTIFIERS- *Continuing Motivation

The purpose of this study was to investigate the effect of cooperative learning and type of reward on performance and continuing motivation. Subjects used either a cooperative or individual learning strategy while receiving information, examples, practice, and feedback from an instructional television lesson. Subjects (126 undergraduate education majors) were also provided with one of the three rewards (i.e., task, performance, none). Results indicated that subjects who worked alone performed better on the posttest and expressed more continuing motivation than those who worked cooperatively. Type of reward did not affect performance or continuing motivation. Implications for reemploying cooperative groups in settings that were originally designed for individual learning are provided. Two tables containing performance and motivation test score data are appended. (Contains 18 references.) (Author/KRN)

ED 362 386 SE 053 656

Models of Excellence.
PUB DATE- 90
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Biographies; College Science; Engineers; Family Influence; Grants; Higher Education; *Minority Groups; Role Models; Science Education; Science Teachers; *Scientists; Teacher Influence

The Minority Research Initiation (MRI) awards are one-time grants for underrepresented minority investigators who have not previously received Federal research support as faculty members. This booklet highlights 105 minority investigators who graduated from the nation's top research universities. They are creative and productive contributors to science and engineering capability in the United States. Awardees in this booklet received their MRI grants from fiscal year 1981 through fiscal year 1988. (PR)

ED 362 408 SE 053 699

Pearsall, Marcia K., Ed.
Relevant Research. Scope, Sequence, and Coordination of Secondary School Science. Vol. II.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010),Collected Works - General (020)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Classroom Research; Concept Formation; *Constructivism (Learning); *Curriculum Development; Curriculum Research; Educational Philosophy; Experiential Learning; Females; High Schools; High School Students; Inquiry; Minority Groups; *Misconceptions; *Science Curriculum; *Science Education; Scientific Concepts; Secondary School Science; Thinking Skills
IDENTIFIERS- Science Technology and Society Courses; Scope and Sequence; *Scope Sequence and Coordination

This book is a collection of research papers and respected philosophical statements on how secondary school students learn science best. Taken together, these papers serve as the basis for the Project on Scope, Sequence, and Coordination of Secondary School Science (SS&C). This book explains where the learning ideas of the SS&C Content Core came from and provides some evidence for how incorporating these ideas can improve students' knowledge, understanding, and appreciation of science. In the first section of this book the SS&C project is defined. The second section contains essays on the following SS&C Learning Statements: (1) Spacing Content Improves Learning--"The Spacing Effect" (Frank N. Dempster); (2) Learning Is Not Improved by Ability Grouping--"Achievement Effects of Ability Grouping in Secondary Schools" (Robert E. Slavin) and "The What, Why, and How of Cooperative Learning" (M. Lee Manning and Robert Lucking); (3) All Students Can and Should Learn Science--Encouraging Equitable Classrooms--"Multiple Inequalities" (Jeannie Oakes) and "Why Girls Don't Know" (Jane Butler Kahle); (4) Students Learn By Practice--Solving Problems, Designing and Carrying Out Experiments--"Education and Learning To Think" (Lauren B. Resnick) and "Science Education: It's Not Enough to 'Do' or 'Relate'" (Kathleen J. Roth); and (5) Learning Is Connecting New Information to Prior Knowledge--"Questions and Answers about Radical Constructivism" (Ernst von Glasersfeld), "Constructivism and the Empiricist Legacy" (Michael R. Matthews), "How Do Students' Views of Science Influence Knowledge Integration?" (Nancy Butler Songer and Marcia C. Linn), "Strategic Teaching in Science" (Charles W. Anderson), "Teaching Science for Understanding" (James A. Minstrell) and "Accommodation of a Scientific Conception" (George J. Posner, Kenneth A. Strike, Peter W. Hewson, and William A. Gertzog). (PR)

ED 362 427 SO 022 914

Bjerstedt, Ake, Ed.
Peace Education around the World. Some Expert Interviews. Educational Information and Debate 97.
PUB DATE- 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Philosophy; Educational Policy; *Educational Practices; Educational Principles; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; International Education; *Interviews; *Peace; *Role of Education; War
IDENTIFIERS- Europe; Japan; New Zealand; *Peace Education

The project group "Preparedness for Peace," working at the Department of Educational and Psychological Research, Malmo School of Education in Sweden, explores ways of helping children and young people to deal constructively with questions of peace and war. As part of its work, the project group collects viewpoints on the role of schools in pursuit of "peace preparedness." A number of experts with special interests and competences in areas related to peace education have been interviewed. This report presents such conversations with 10 experts: James Calleja (from Malta), James Collinge (New Zealand); Henk B. Gerritsma and Daan Verbaan (The Netherlands), Petra Hesse (the United States), David Hicks (England), Mitsuo Okamoto (Japan), Paul Rogers (Northern Ireland) and Maura Ward (Ireland), and Bogdan Rowinski (Poland). (Author)

ED 362 428 SO 022 973

Albyn, Carole Lisa; Webb, Lois Sinaiko
The Multicultural Cookbook for Students.
PUB DATE- Jan 93
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Cooking Instruction; *Cultural Awareness; Elementary Secondary Education; *Food; Learning Activities; *Multicultural Education; *Nutrition
IDENTIFIERS- Cook Books; Global Education; Recipes (Food)

This cookbook contains 337 recipes from 122 countries. A special effort has been made to include as many recipes as possible from countries in Africa, the Middle East, the Caribbean, and Latin America. The book is arranged geographically, with recipes arranged by continents or regions. Countries with similar cooking traditions appear together. Each section opens with an introductory description of the continent or region and gives general information on the types of recipes it offers. Along with each country's listing is a description of the kinds of foods and meals that the people of the country grow, enjoy, and prepare. Outline maps accompany each country's description; most maps show the location of the country in relation to those around it. The document includes a preface, a section on "Getting Started," glossary of terms, and an index. (SG)

ED 362 447 SO 023 366

Gage, Andrew, Ed.; Ockenden, Sandy, Ed.
The Urbanization Scrapbook. A Collection of Articles on Urban
Issues for Use in Secondary Schools. Global Issues Reading Kit
#3: Urbanization. Revised 1992.
SPONS. AGENCY- Canadian International Development Agency, Ottawa
(Ontario).; Employment and Immigration Canada, Ottawa (Ontario
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Instructional Materials (For Learners)
(051),Guides/Methods/Techniques (For Practitioners) - Classroo
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; Curriculum Enrichment; Economic
Development; *Environmental Education; Foreign Countries;
*Global Approach; *Interdisciplinary Approach; Resource
Allocation; Secondary Education; *Urbanization

The articles in this scrapbook present a global perspective th is both alarming and hopeful. Drawing from Southern and Northern experiences the articles describe a world in crisis, but they don't stop there. By critically examining the status quo, the articles attempt to get to the roots of the crisis, and then move onto describing avenues for change and stories of hope and success. This scrapbook, one in a series, focuses on the particular issue of urbanization. Subtopics include urban growth and problems, homelessness, slums and shantytowns, and urban planning. Many of the essential elements of positive development are highlighted throughout: sustainable economics and resource management; community empowerment; respect for human rights and dignity; and the recognition of the role and status of women. Following the readings is a section of teaching ideas and activities to guide the users through further examination of the ideas which the articles present. Individual sections of the scrapbook can be used on their own, or in conjunction with others. Users are encouraged to read with an open mind, a willingness to learn, and a desire for change that is both environmentally sustainable and socially just. (Author/SG)

ED 362 466 SO 023 429

Spaulding, Seth
Educational Development and Reform on the Soviet Periphery: Mongolian People's Republic and Lao People's Democratic Republic.
PUB DATE- Jul 90
NOTE- 19p.; A version of this paper was presented at the World Conference of Comparative Education Societies (Montreal, Quebec, Canada, June 26-30, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Developing Nations; *Educational Change; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Materials; *International Educational Exchange; Literacy; Research Problems; Socialism; Teacher Education; Technological Advancement
IDENTIFIERS- *Laos; *Mongolia; USSR

This document examines educational reforms that have occurred in Mongolia and Laos. Both nations have expanded educational opportunity drastically over the years. Both had extensive literacy campaigns following the establishment of socialism. Laos has undertaken development projects with the support of the USSR, Eastern European countries, and Vietnam. Mongolia, which has been closely affiliated with the USSR since the 1920s, has strong Russian and English language programs and educational exchange programs with Vietnam. The curriculum in both countries emphasizes science and technology. Both countries suffer from a scarcity of instructional materials, although both employ audiovisual aids. Mongolia and Laos recognize the need to improve teacher education. International agencies support teacher training projects, particularly in the area of secondary level mathematics and science. Both countries are the beneficiaries of overseas development assistance programs; still, both continue to face significant educational finance and administration problems. At present, Laos and Mongolia are undergoing economic liberalization. Mongolia has a tradition of trade ties with the West, and Laos resembles the free market economy of Thailand. There is little educational research in either country. Future research could explore practical issues of educational quantity, and quality, while theoretical questions of democratization and ideology remain. Glasnost and perestroika in the USSR may encourage such research. (SG)

ED 362 485 SP 034 736

Reform and Partnerships in Preparing Educational Professionals. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; College Faculty; *Cooperative Planning; Curriculum Evaluation; Elementary Secondary Education; *Extended Teacher Education Programs; Graduate Students; Higher Education; *Interdisciplinary Approach; Liberal Arts; Master Teachers; Mentors; Preservice Teacher Education; *Program Effectiveness; Required Courses; Schools of Education; *Teacher Certification; *Teacher Competencies
IDENTIFIERS- Preservice Teachers; *Reform Efforts; University of Pittsburgh PA

This project undertook a reorganization and curriculum revision plan at the University of Pittsburgh that included a commitment to provide teacher certification only at the graduate level. School of Education faculty met with faculty from the College of Arts and Sciences and master teachers from various school districts to identify prerequisite competencies for prospective teachers and to move toward restructuring certification programs in light of basic principles of learning and development as drawn from cognitive science. Specific outcomes of the project include: admission guidelines across elementary and secondary certification programs; a student handbook "Graduate Level Teacher Certification Options: Academic Requirements for Admission"; mathematics and chemistry courses specifically tailored for certification candidates; a graduate course in mentoring; a programmatic framework through which cognitive science principles are being integrated into the elementary and secondary certification programs; and establishment of a University Teacher Education Advisory Committee. Appendixes include a description of a proposed course ("Mentoring Beginning Teachers") and an end-of-project survey form. (Contains 35 annotated citations on mentoring.) (LL)

ED 362 504 SP 034 771

Summers, Mike; Kruger, Colin
Long Term Impact of a New Approach to Teacher Education for Primary Science.

PUB DATE- Sep 93
NOTE- 42p.; Paper presented at the Annual Meeting of the British Educational Research Association (Liverpool, England, United Kingdom, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Constructivism (Learning); Elementary Education; Elementary School Science; *Elementary School Teachers; Faculty Development; Foreign Countries; *Inservice Teacher Education; Knowledge Level; Longitudinal Studies; Long Term Memory; *Scientific Attitudes; *Scientific Concepts; Short Term Memory; *Teacher Improvement
IDENTIFIERS- *Analogical Reasoning; National Curriculum; United Kingdom

This paper reports the results of a 2-year longitudinal study of the development of primary teachers' understanding of science concepts (specifically, "force" and "energy") following inservice education, and the extent to which movement towards the scientific view was achieved and maintained. The approach to inservice education made extensive use of constructivist strategies and analogical reasoning to promote the qualitative learning of science concepts. The long term development in conceptual understanding of a sample of 53 primary school teachers was monitored in depth over the 2-year research period. Some of the principal research findings were: (1) nearly all teachers did improve their understanding of force and energy considerably, and this improvement was still evident 6 to 12 months following inservice training; (2) following training, all teachers had moved substantially towards the scientific view; (3) some concepts were more easily acquired than others; (4) there was evidence of "slipping back," i.e., marked short-term gains which were no longer so evident in the longer term; (5) teachers may retain misconceptions even when these are addressed intensively, and teachers may develop new misconceptions as a result of training; (6) in the long term, teachers were able to recall a wide range of bothe general and concept-specific aspects of the training, which they perceived as helpful in developing their understanding. Implications of these findings and 10 statistical tables complete the document. (Contains 35 references.) (LL)

ED 362 523 TM 020 241

Dolmans, Diana; And Others

Validation of a Rating Scale for Tutor Evaluation in a Problem-Based Medical Curriculum.

PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Factor Structure; Foreign Countries; Higher Education; *Likert Scales; Medical Education; *Medical Students; Models; Pilot Projects; *Questionnaires; *Student Evaluation of Teacher Performance; Teacher Effectiveness; Test Construction; *Test Validity; *Tutors
IDENTIFIERS- Confirmatory Factor Analysis; Netherlands; *Problem Based Learning

The construction and validation of a tutor evaluation questionnaire are described. The importance of the tutor in problem-based learning requires assessment of staff conducting this role. After a pilot study in 1990-91 with 100 students and 150 tutors who identified important tutor skills, a questionnaire was prepared. This questionnaire was tested with six courses in the 1991-92 school year, and improvements were made based on the results. The pilot studies resulted in a list of 13 Likert scale statements used in an instrument administered to about 1,079 students in 8 courses (142 tutorial groups) at the Maastricht Medical School (Netherlands) in the 1992-93 academic year. Students indicated whether their tutors demonstrated the behavior described in each statement. Confirmatory factor analysis shows that a 3-factor model comprising 13 items does not fit the data, although skipping 2 items improved the model's fit. Nevertheless, these two items were considered important for content validity. Alpha coefficients indicate that questionnaire reliability is high. Findings otherwise indicate that the students' global and analytical ratings about the functioning of the tutor correspond highly with each other. Some problems involved in administering the questionnaire are discussed. Two tables present study findings. (Contains 11 references.) (SLD)

ED 362 542 TM 020 569

van de Wiel, Margaretha W. J.; And Others
A Failure To Reproduce the Intermediate Effect in Clinical Case Recall.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Clinical Diagnosis; Comparative Analysis; Foreign Countries; Higher Education; Internal Medicine; Medical Education; *Medical Students; *Physicians; *Recall (Psychology); Research Problems; Student Experience
IDENTIFIERS- Accuracy; *Expertise; Limburg State University (Netherlands); Research Replication

In an attempt to replicate an earlier study by H. G. Schmidt, H. P. A. Boshuizen, and P. P. M. Hobus (1988), 96 students and physicians at the University of Limburg (Netherlands) studied 4 clinical cases, produced a diagnosis, and recalled each case. Subjects were 24 second-year, 24 fourth-year, and 24 sixth-year medical students and 24 internists with at least 4 years of experience in internal medicine. In addition, processing time was manipulated. Diagnostic accuracy increased with level of expertise. Unexpectedly, the study failed to disclose an intermediate effect in the recall data. A positive, linear relationship between expertise level and case recall was found. Constraining processing time did not affect diagnostic accuracy, but equally affected the recall performance of the various expertise levels. The results are interpreted in terms of the inability of even expert physicians to process laboratory data in an automatic fashion. Two figures illustrate the report. (Contains 16 references.) (SLD)

ED 362 562 TM 020 617

Dietel, Ron
What Works in Performance Assessment? Proceedings of the CRESST Conference (Los Angeles, California, September 10-12, 1992). Evaluation Comment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (14[illegible])
DESCRIPTORS- Cost Estimates; Educational Assessment; Educational Research; Elementary Secondary Education; Evaluation Criteria; Generalization; *Performance; *Portfolios (Background Materials); *Psychometrics; Reliability; *Student Evaluation; Validity
IDENTIFIERS- *Alternative Assessment; Center for Research on Eval Standards Stu Test CA; *Performance Based Evaluation

The 1992 annual conference of the Center for Research on Evaluation, Standards, and Student Testing (CRESST) was dedicated to explaining "What Works in Performance Assessment?" This report provides a synopsis of discussions by over 300 policymakers, researchers, and teachers. CRESST Co-Director Eva Baker summed up the present state of performance assessment in her opening remarks. Other researchers concurred with her warning that there is much that is not yet known about performance assessment. A beginning has been made, in that what is known about standardized tests and the misuse of their results has been defined. It is evident that state and federal interest in the use of performance assessments is growing. Research is being conducted into performance assessment fairness, particularly with regard to portfolios. The expected links among instruction, learning, and alternative assessment are being investigated. The CRESST validity criteria of transfer and generalizability have received substantial attention in studies of the technical aspects of performance assessment. The final validity criterion that CRESST requires of performance assessment focuses on cost and the resources needed to implement the new assessments in the classroom. What is known above all is that lots of performance assessments are being developed. Brief abstracts are given of 13 additional conference papers. An attachment lists and annotates the technical reports available from CRESST. (SLD)

ED 362 583   UD 029 502

Wilson, Angene Hopkins
The Meaning of International Experience for Schools.
PUB DATE- 93
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Curriculum Development; *Educational Experience; Elementary Secondary Education; Foreign Students; Immigrants; Inner City; *International Studies; Magnet Schools; *Multicultural Education; *Social Experience; Teaching Experience; Urban Schools; Volunteers
IDENTIFIERS- Peace Corps; World Views

This collection of case studies looks at international education in a broad context. These studies illustrate how persons with international experience, including teachers who have lived abroad, returned Peace Corps volunteers, and immigrant and international students contribute to the curriculum in their schools. Looking at an affluent suburban elementary school, a rural middle school, and a poor inner-city magnet high school, the author examines how school systems, teacher education, and communities can cooperate to give education a global perspective. Chapters 1 and 2 examine the impact of international experience. Chapters 3 through 8 are the case studies of the following groups or persons: (1) teachers with international experience; (2) returned Peace Corps volunteers; (3) a sixth-grade immigrant from Afghanistan; (4) a multicultural school; (5) international student visitors at school; and (6) the International Studies Academy at an urban magnet school. Chapter 9 offers suggestions for more fully using the experiences of internationally experienced persons. Seven appendixes provide supplemental information about the case studies. (Contains 141 references.) (SLD)

Eighteen tables present study findings. Appendixes contain criteria for selection, a referral form, and a fact sheet on the high school grading system. (SLD)

ED 362 603 UD 029 523

Sloan, David L.
Reasons and Remedies for Gangs and Delinquency among School Age Children. Literature Review.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Children; Community Programs; *Delinquency Prevention; Disadvantaged Youth; Early Intervention; *Educational Environment; Elementary Secondary Education; Etiology; *High Risk Students; *Juvenile Gangs; Literature Reviews; Predictor Variables; Program Evaluation; *Student Characteristics; *Urban Youth
IDENTIFIERS- Parents and Children Together; Research Replication

Some of the common characteristics associated with juveniles wh become involved in gang activities are identified. Programs that attempt to alleviate the situations that lead to gang involvement and programs that deal with juvenile delinquents are discussed. The history of the juvenile justice system is also traced. Characteristics that can predispose a youth to gang membership include social and family background, personal problems independent of background, and school factors. Some programs that attempt to deal with these characteristics are described. Among these is the Parents and Children Together (PACT) program, which emphasizes early intervention and increased parental involvement. Once adolescents have become involved in gangs, different strategies are needed. Some approaches deal with the school environment, some focus on the community, and others work in other environments. Research on these programs does not always give enough information for those interested in replication. Most research does indicate the need for building juvenile self-esteem and communication skills. (Contains 14 references.) (SLD)

ED 362 448 SO 023 371

Beardsley, Donna A.
Using the Study of Inventions and Technologies to Interest Students in History.
PUB DATE- May 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Change; Discovery Processes; Elementary Secondary Education; *History Instruction; Innovation; *Inventions; Material Culture; Science and Society; Social History; Student Research; Teaching Methods; *Technology
IDENTIFIERS- *Inventors; *Technological Change

This document suggests uses ways of using inventions and technologies to teach history. A list of inventions and technologies can suggest topics for student research. Books about inventions and technologies are plentiful and a good source of information for students. A field trip might be helpful, or students can interview people who are in a position to know so something about a device or process. Teachers can encourage students to make value judgments about the past, present, and future usefulness or importance of an invention or technology. In another activity, teachers can ask students to think of a current need or problem. Having identified the problem, students can brainstorm for a possible invention or technological advancement to solve the problem or meet the need. Inventions and technologies can be grouped and listed three different ways: (1) according to the name of the inventor or scientist; (2) according to the type of invention or technology such as transportation, communication, energy, materials, clothing, building or tools; or (3) chronologically. The document includes a chronological list of some 94 inventions and areas of innovation from 1730 to 1973. The items listed range from the long rifle and Franklin stove to Sputnik and Skylab. Because inventions and technologies are the devices and processes that students see around them every day, the relevancy is obvious. Students have a natural curiosity for how a device or process worked, the life story of the inventor or scientist, or the relationship of one innovation to another. Inventions and technologies are a predictably interesting way to motivate students to study history. (DK)

ED 362 467 SO 023 434

Peters, Richard
Learning To Live in the Global Community: A Case Study.
PUB DATE- Jul 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Curriculum Development; Elementary Secondary Education; Field Trips; Geography Instruction; *Global Approach; History Instruction; *Learning Activities; *Social Studies; United States History; World History
IDENTIFIERS- Global Education; *Texas

This document presents a curriculum plan for social studies for each grade from kindergarten through high school. Each unit is designed to utilize community resources in teaching students a global approach. Three possible approaches to using resources are suggested: (1) to introduce a unit of study, to focus students' attention on planned activities and related experiences; (2) to develop the concepts, knowledge, and skills related to the unit theme or topic during the formative stage; or (3) as an end of unit culminating activity, providing students with opportunities to apply acquired concepts, knowledge, and skills to field based activities. An example is given from a sixth grade class to illustrate each approach. This curriculum is based on a Texas curriculum program described as eco/social studies, in which student attention is focused on several social science disciplines and stressing concepts and content, or knowledge and skills acquisition, application, reinforcement, and refinement. The units deal primarily with social studies, Texas, and United States history. Different aspects of human relations are emphasized in each grade level. For instance, the second grade unit emphasizes relating self with significant others in the context of community and the world of work. The third grade unit deals with proximity or the physical distance between two or more people and community and lifespace phenomena. These concepts reappear throughout the curriculum. The high school units focus on citizenship attitudes, skills, and values, Texas, the United States, and world history, and world geography. (DK)

ED 362 486 SP 034 737

Project SELECT. The Comprehensive Program. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Community Colleges; Elementary Secondary Education; High Achievement; Higher Education; *Nontraditional Students; *Outcomes of Education; Partnerships in Education; School Districts; School Personnel; *Teacher Education Programs; Teacher Placement; *Teacher Recruitment; Teaching (Occupation); Two Year College Students
IDENTIFIERS- Clinical Schools; Pace University NY; *Project SELECT; White Plains School System NY

Project SELECT (Search for Excellent Leaders To Enter Careers in Teaching) is a consortium of three New York educational institutions--Westchester Community College, a two-year public institution; Pace University, a multi-campus, four-year private institution; and the White Plains Public Schools, a K-12 school system. These entities collaborated to recruit outstanding community college students into teaching, to prepare those recruited in unique ways, and to ease their transition into public school teaching. The project demonstrated that it is possible for three very different institutions to collaborate effectively (as equals) on a project of mutual concern; to develop an orientation and training program that is clinically based and involves school district personnel in addition to university faculty; to identify and recruit into teaching a group of intellectually-strong students from a community college who would not otherwise have considered a career in public school teaching; and to design and implement an appropriate teacher preparation and support program. The project demonstrated that a public school district can play an important role in the recruitment and preparation stages of the process. (LL)

ED 362 505 SP 034 775

Stier, William F., Jr.
Alternative Career Paths in Physical Education: Sport Management.
ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- *Business Administration Education; *Careers;
*Employment Opportunities; Graduate Study; Higher Education;

*Managerial Occupations; *Physical Education; Undergraduate
Study
IDENTIFIERS- ERIC Digests; *Physical Education Majors; *Sport
Management

Prior to the late 1960s, physical education professional preparation programs in the United States were principally concerned with preparing coaches of sport and teachers of physical education. However, in recent decades, the field has spawned a number of alternative career tracks of which none has proven to be more viable than sport management. The field has expanded to 193 institutions that prepare sport managers and administrators on the undergraduate and/or graduate levels in physical education, sport, business, computers, and communications. This digest addresses the history and growth of sport management as a distinct subdiscipline; the rationale for the proliferation of programs; controversies and problems facing sport management; the scope of sport management today; career and employment opportunities; and the future of sport management. (Contains 10 references.) (LL)

ED 362 524 TM 020 374

Keselman, Joanne C.; And Others
The Analysis of Repeated Measurements: A Quantitative Research Synthesis.
PUB DATE- Apr 93
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Foreign Countries; Interaction; Least Squares Statistics; Literature Reviews; *Mathematical Models; Meta Analysis; *Monte Carlo Methods; Multivariate Analysis; Regression (Statistics); *Research Design; Robustness (Statistics); Statistical Studies; *Synthesis

IDENTIFIERS- F Test; Generalized Approximate Procedure; *Repeated Measures Design; Sphericity Tests; Type I Errors

Meta-analytic methods were used to summarize results of Monte Carlo (MC) studies investigating the robustness of various statistical procedures for testing within-subjects effects in split-plot repeated measures designs. Through a literature review, accessible MC studies were identified, and characteristics (simulation factors) and outcomes (rates of Type I error) of each MC study were coded for univariate, df-adjusted univariate, and multivariate test procedures. Results of weighted least squares regression indicate that all procedures are generally robust to violations of the multivariate normality assumption. The e-circumflex F-test was generally insensitive to departures from the sphericity assumption, with degree of bias decreasing with increases in the degree of non-sphericity. For balanced designs, all test procedures were reasonably robust to moderate degrees of covariance heterogeneity, with Type I error rates becoming only slightly liberal with increases in the degree of covariance heterogeneity. When the design was unbalanced, however, all procedures were sensitive to the presence of heterogeneous covariance matrixes, particularly for the within-subjects interaction effect, where the tests became increasingly conservative or liberal depending on the pairing of unequal covariance matrices and unequal group sizes. For balanced designs, either a df-adjusted univariate or multivariate approach is recommended. For unbalanced designs, the generalized approximate (GA) or improved GA procedures of H. Huynh (1978) are recommended rather than the investigated test procedures. Eleven tables summarize analyses. (Contains 49 references.) (SLD)

ED 362 543 TM 020 570

Custers, Eugene J. F. M.; And Others

The Influence of Typicality of Case Descriptions on Subjective
Disease Probability Estimations.

PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Clinical Diagnosis; Comparative Analysis; *Context Effect; Disease Incidence; Diseases; Foreign Countries; *Graduate Medical Students; Higher Education; Interaction; *Physicians; Probability; Symptoms (Individual Disorders)
IDENTIFIERS- Expertise; *Experts; Netherlands

Previous research has shown that, unlike novice physicians' performance, diagnostic quality of expert physicians improves when contextual information (the "Enabling Conditions") about a patient is available. The present study was designed to explore these findings further by systematically varying the typicality of enabling conditions and consequences (signs, symptoms, and complaints) of a case, and determining the effect of this manipulation on subjective disease probability estimations. Subjects were 25 sixth-year (resident) students and 30 experienced family physicians in the Netherlands. A significant interaction was found between expertise level and typicality of enabling conditions in cases with prototypical consequences, but not in cases with atypical consequences. The implications of these results are discussed in terms of the illness-script theory. Two figures and one table present study data. (Contains 20 references.) (Author/SLD)

ED 362 563 TM 020 618

Creason, Paul
Focus Groups as an Evaluation Tool.
PUB DATE- Apr 91
NOTE- 6p.; Paper presented at the Asilomar Research Conference (April 17-19, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Admission; College Faculty; Educational Change; *Evaluation Methods; Group Dynamics; Information Dissemination; *Interviews; Marketing; *Program Evaluation; *Research Methodology; Teacher Attitudes; *Two Year Colleges; Workshops

IDENTIFIERS- Cerritos College CA; Focus Group Assessment; *Focus Groups Approach

This abstract and outline for a workshop explore the use of focus groups in evaluation. Cerritos College in Norwalk (California) conducted a series of focus groups to evaluate a new matriculation program. A focus group is a technique often used in marketing research to explore a specific topic. It is a group interview conducted in a casual setting that usually consists of 4 to 12 participants. Participants may speak their minds in an anonymous setting, guided by a moderator who keeps the interview flowing smoothly. Cerritos College used focus groups to get suggestions from staff members who would work directly with the changes brought about by the matriculation program. The staff was thus able to structure a program that would cause a number of changes in their working routines. The workshop outline reviews choosing a moderator, selecting participants, and evaluating and disseminating information. (SLD)

ED 362 584 UD 029 503

Weiner, Lois
Preparing Teachers for Urban Schools: Lessons from Thirty Years of School Reform.
PUB DATE- 93
NOTE- 189p.; Foreword by Larry Cuban.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Democracy; Disadvantaged Youth; *Educational Change; Educational History; Educational Quality; Elementary School Teachers; Elementary Secondary Education; Higher Education; *High Risk Students; *Holistic Approach; Multicultural Education; Secondary School Teachers; *Teacher Education; Teaching Methods; Urban Schools; *Urban Teaching
IDENTIFIERS- *Reform Efforts

Preparing teachers of at-risk students in urban schools is examined, focusing on the issues raised in teaching disadvantaged students and the problems of teaching in an urban school system. The broad thesis underlying the discussion is that to fulfill human potential, society must have the widest and most popular forms of political freedom and economic democracy. It is argued that school and community must be linked, and that school systems must be altered because systems, not isolated factors, subvert academic achievement. An ecological, or holistic, perspective is adopted that expresses the belief that school must take all of the child's life experiences into account. The first three chapters consider what researchers have learned over the last 30 years about how teachers should be educated to teach in urban schools. Chapter 4 summarizes the history of research on preparing teachers of at-risk students. Chapter 5 analyzes how teacher education might improve education and why a holistic perspective is necessary. Chapter 6 makes more specific recommendations for the kinds of preparation needed. (Contains 276 references.) (SLD)

ED 362 604   UD 029 524

Perez, Sonia M.
Moving from the Margins: Puerto Rican Young Men and Family
  Poverty.
PUB DATE- Aug 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Factors; Educational Background;
  Educational Discrimination; Equal Opportunities (Jobs); Ethnic
  Discrimination; Family Problems; Financial Problems; *Hispanic
  Americans; Labor Market; Low Income Groups; *Males; *Poverty;
  *Puerto Ricans; Secondary Education; Socioeconomic Status;
  *Unemployment; *Young Adults

This report contains the first-year research and findings of the National Council of La Raza (NCLR) Puerto Rican Young Men and Poverty Project. This project is a 2-year community-based effort to understand and begin to explain the relationship between the experiences of Puerto Rican men aged 16 to 24 years and the persistent poverty of Puerto Rican families. Education is found to be one of the most critical factors in determining the economic outcomes of young Puerto Rican men. It is also suggested that male unemployment, insufficient work experience, and limited connection to the work force may be greater factors in Puerto Rican poverty than low wages. Changes in the economy help explain these conditions. Another contributing factor is employment discrimination, which affects the job opportunities and earnings of Puerto Rican males. Further research is needed on the roles that delinquency, crime, incarceration, and related issues play in the socioeconomic status of young Puerto Ricans and their families. Current policy issues that require debate include attention to employment and training programs and policies for young Puerto Rican men, antipoverty strategies and social programs, and welfare reforms that examine poverty and the role of young men in the formation of families. An appendix lists participants in the study's round table. Eight figures and two tables illustrate the discussion. (Contains 67 references.) (SLD)

ED 362 409 SE 053 701

Cassidy, John
Explorabook: A Kids' Science Museum in a Book.
PUB DATE- 91
NOTE- 100p.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bacteria; *Biology; Elementary Education; Light; Magnets; *Physics; *Science Activities; Science Equipment; Science Materials; Science Projects; Scientific Concepts

This book is written for people who tend to sit toward the back of the classroom during scientific lectures. It assumes that students remember nothing of what happened in their science classes. The book is divided into seven sections: (1) Magnetism; (2) Bending Light Waves; (3) Bacterial Stories; (4) Light Wave Craziness; (5) Homemade Science; (6) Bouncing Light Rays; and (7) Optical Illusions. Except for the section titled Homemade Science, each section contains the special tools needed for the more than 50 science activities described. (PR)

ED 362 429 SO 023 031

Weeks, Edward C.; And Others

Citizen Participation in Policy Formation: A Review of Governor Roberts' Conversation with Oregon.

PUB DATE- 92
NOTE- 92p.; Funding also received from the Northwest Area Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; Elementary Secondary Education; Government Role; Higher Education; Interaction; Mass Instruction; Participative Decision Making; *Policy Formation; *Public Opinion; School Taxes; Social Science Research; *State Government; Surveys; *Telecommunications
IDENTIFIERS- Ed Net; *Oregon; Roberts (Barbara)

This document presents the results of a survey of Oregon voters, polling those who did and those who did not participate in a series of meetings using the state's interactive telecommunications network, Ed-Net. The meetings were part of a project in deliberative democracy called a Conversation with Oregon, launched by Governor Barbara Roberts to address a fiscal crisis in state government. Governor Roberts conducted 32 Ed-Net telecast sessions, reaching 10,000 randomly selected persistent voters in 900 local meetings throughout the state during November and early December. In the Conversation and Ed-Net meetings the Govenor discussed with voters appropriate levels of government services and how to pay for those services. The conversation and especially the Ed-Net meetings were an unprecedented effort to use modern, interactive communications technology to involve large numbers of citizens in the deliberative process of public policy meetings. This report describes the Conversation with Oregon, and documents the extent to which the Ed-Net Meetings succeeded in opening up constructive communication. The voter survey and analysis showed (1) the conversation succeeded in calling together a broad cross section of the state's most persistent voters; (2) the planning and operation of the Ed-Net meetings successfully involved many individuals and organizations in new roles; (3) the meetings significantly increased participants' grasp of basic facts about state finances; (4) persistent voters exhibited a skeptical attitude toward government and politicians that is not changed easily; and (5) though the fiscal crisis remains unresolved, the Conversation succeeded in opening a channel of communication between the governor and voters. (DK)

ED 362 410 SE 053 702

Doherty, Paul; Brown, Ruth, Ed.
Hands-On Science: A Teacher's Guide to Student-Built Experiments and "The Exploratorium Science Snackbook."
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Science; Elementary Secondary Education; Experiential Learning; *Science Activities; Science Education; *Science Instruction; *Science Projects; Science Teachers; Secondary School Science
IDENTIFIERS- *Hands On Science

This booklet was written to help teachers climb out of their textbooks and join their students in discovering science for themselves. It features articles by elementary, middle, and high school teachers who have adapted hands-on science for their classrooms, and now teach science using interactive materials from "The Exploratorium Science Snackbook." Articles include: (1) "Getting Hands-On Science Into the Classroom"; (2) Building a Mini-Exploratorium"; (3) "Hands-On Science, In Class and Out"; and (4) "Making Your Own Science Exhibits." Eight science activities are presented. (PR)

ED 362 506   SP 034 776

Gartner, Audrey; Riessman, Frank
Peer-Tutoring: Toward a New Model. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Demonstration Programs; Elementary Secondary Education; Learning Strategies; Peer Relationship; *Peer Teaching; Program Design; Program Implementation; Student Participation; *Tutoring
IDENTIFIERS- City University of New York; ERIC Digests; *Learning through Teaching; Peer Facilitators; *Tutor Role; Tutor Training

The literature on peer tutoring indicates that gains for tutors often outdistance those of the students receiving help. Learning through teaching is a significant mechanism that provides an opportunity to reformulate and extend the use of peer tutoring. This digest discusses a new tutor-centered, peer tutoring model being designed at the Peer Research Laboratory at the City University of New York, provides examples of programs applying the new tutoring model, and outlines the requirements to make the model work. The new model is different from usual tutoring approaches where more proficient students tutor the less proficient. In this model, the tutoring process is viewed as developmental: all tutors will have had the experience of being tutees as part of an apprenticeship for becoming tutors. Because the model calls all students to participate in giving and receiving tutoring, it removes the negativity usually associated with receiving help. Five programs in which the Peer Research Laboratory has been applying the model are briefly described. A side-by-side comparison of the old and new tutoring models is included. (Contains 12 references.) (LL)

ED 362 544 TM 020 571

Vaatstra, Rina F.; And Others
Expertise in Auditing: Case Representation Differences between Economy Students, Novice, Intermediate and Expert Auditors.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountants; Accounting; *Case Studies; Comparative Analysis; Economics; Evaluation Methods; *Financial Audits; Foreign Countries; *Graduate Students; Higher Education; Medicine; *Recall (Psychology); Research Methodology; *Undergraduate Students
IDENTIFIERS- *Expertise; Experts; Netherlands

Medical expertise research methods were used to explore the relationship between auditing expertise and case representation. Subjects were 8 first-year economy students, 8 fourth-year auditing students, 8 postgraduate students in auditing, and 8 experienced auditors in the Netherlands, ranging in experience from only a limited knowledge of bookkeeping to experience of over 12 years. Subjects were presented with three different cases that they diagnosed and recalled. Results show that the level of expertise has a significant effect on the accuracy of subjects' diagnoses and inferred recall, although subjects did not differ significantly in literal recall. It is concluded that hypotheses generalized from medical expertise research are to a great extent applicable to the auditing domain. It may also be that subjects process descriptive and numerical information in different ways. Three figures illustrate the discussion. (Contains 11 references.) (SLD)

ED 362 564   TM 020 619

Program Assessment: A Six-Step Process to Curriculum Improvement.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Acquired Immune Deficiency Syndrome; *Curriculum Development; Curriculum Evaluation; Data Analysis; Data Collection; *Educational Assessment; Educational Cooperation; Educational Improvement; *Educational Objectives; Educational Planning; Elementary Secondary Education; Evaluation Methods; *Formative Evaluation; *Guidelines; School Districts; State Programs; *Summative Evaluation; Test Construction
IDENTIFIERS- *Montana

The Montana school accreditation requirements require that school districts begin a curriculum development process in 1991. A plan for student assessment is required to follow curriculum development in each program area. The guidelines in this document should facilitate the cooperative efforts of teachers, curriculum departments, administrators, and school committees of parents and community members. These guidelines provide a simple format to assess a variety of programs in a planned and orderly manner. This document was revised from the publication "Evaluating HIV Education Programs" by the Centers for Disease Control, generalizing guidelines to all program areas. The following six steps for program assessment are highlighted: (1) determine whether the evaluation is to be formative or summative; (2) focus on a manageable number of important program-related goals; (3) select or construct suitable assessment instruments; (4) use a data-gathering design consistent with the orientation of the evaluation; (5) use data-analysis procedures that yield understandable results; and (6) report and evaluate results to make recommendations and modify program as indicated. (SLD)

ED 362 585 UD 029 504

McDermott, John F., Jr., Ed.; And Others
People and Cultures of Hawaii: A Psychocultural Profile.
PUB DATE- 80
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Chinese Americans; *Cultural Differences; *Educational Attitudes; Elementary Secondary Education; *Ethnic Groups; Filipino Americans; *Hawaiians; Higher Education; *Immigrants; Japanese Americans; Korean Americans; Profiles; Vietnamese People; Whites
IDENTIFIERS- *Hawaii; Okinawans; Portuguese People

Following an introduction in which the concept of culture in its various aspects is defined, this 1980 book deals with major ethnic groups in Hawaii in the order of their arrival in the state, with a chapter devoted to each. The story of each group discusses the history of immigration, traditional culture, stereotypes that need clarification, the contemporary situation of the group in Hawaii (and in some cases, the homeland), and mental health issues particular to the group. Cultural and psychological dimensions are thus seen in relation to mental health and the problems of living in an interethnic society. Acculturation and problems of adjustment to life in Hawaii are discussed. Attitudes toward education and educational attainment are discussed for most of the ethnic groups. The following chapters present group profiles and general information about assimilation and cultural patterns: (1) "Introduction" (John F. McDermott, Jr.); (2) "The Hawaiians" (Benjamin B. C. Young); (3) "The Caucasians" (Thomas W. Maretzki and John F. McDermott, Jr.); (4) "The Chinese" (Walter F. Char, Wen-Shing Tseng, Kwong-Yen Lum, and Jing Hsu); (5) "The Japanese" (Terence A. Rogers and Satoru Izutsu); (6) "The Portuguese" (Eugene W. Carvalho); (7) "The Okinawans" (William P. Lebra); (8) "The Koreans" (Young Sook Kim Harvey and Soon-Hyung Chung); (9) "The Filipinos" in three parts: "Introduction: The Philippine Background" (Danilo E. Ponce), "Hawaii's Immigrants from the Philippines" (Sheila Forman), and "Mental Health Implications" (Danilo E. Ponce); (10) "The Samoans" (Richard A. Markoff and John R. Bond); (11) "The People of Indochina" in three parts: "Introduction" (Cheryl Tack), "The Vietnamese" (Nguyen Dang Liem and Dean F. Kehmeier), and "The Hmong from Laos" (Bruce Thowpaou Bliatout); and (12) "Toward an Interethnic Society" (John F. McDermott, Jr.). (Contains 235 references.) (SLD)

ED 362 605 UD 029 525

del Pinal, Jorge H., Comp.; Garcia, Jesus M., Comp.
Hispanic Americans Today.
PUB DATE- 93
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Census Figures; Educational Attainment; Elementary Secondary Education; Ethnic Groups; Family Structure; Futures (of Society); *Graphs; Higher Education; *Hispanic Americans; Housing; *Immigrants; *Occupations; Population Distribution; Population Growth; *Population Trends; Urban Population
IDENTIFIERS- Census 1990; Hispanic American Students; Latin America; *Puerto Rico; United States

Americans of Hispanic origin are one of the fastest growing segments of the nation's population. This report presents data on a wide range of topics, including the following: (1) population growth, composition, and distribution; (2) age; (3) family composition; (4) educational attainment; (5) language and nativity; (6) labor force and occupation; (7) income and poverty; (8) health insurance coverage; (9) housing; (10) business ownership; (11) voting and elected officials; (12) population of Puerto Rico; and (13) exports and imports from Latin America. Most data are presented at the national level, and selected data are shown for the 10 states with the largest Hispanic American population in 1990 and the 10 states with the largest number of Hispanic American-owned firms in 1987. The 1990 census showed that 22,354,059 persons identified themselves as being of Hispanic origin, a 53 percent increase since 1980. This growth has resulted from natural increase and substantial immigration from Mexico and Latin America, and the Census Bureau expects the Hispanic American population to continue to grow well into the next century. Data are presented in 57 figures. Three appendixes discuss the sources and accuracy of estimates, the census of population and housing data products, and sources of further assistance in using the data. A fourth appendix is a bibliography of 40 related Census documents. (SLD)

ED 362 449 SO 023 379

International Conference on Education. Final Report (43rd, Geneva, Switzerland, September 14-19, 1992).

PUB DATE- Jan 93
NOTE- 92p.; For report on the 42nd session, see ED 350 187.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Enrichment; *Cultural Influences; Foreign Countries; *International Educational Exchange; *Outcomes of Education; *Social Values

The forty-third session of the International Conference on Education was convened by the Director-General of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), in conformity with Resolution 1.2 adopted by the General Assembly at its 26th session. The Conference examined the following points: "The Contribution of Education to Cultural Development," and the "Preliminary Report on the Implementation of Recommendation Number 77 adopted by the International Conference on Education at Its Forty-second Session." The Conference also explored "The Contribution of Education to Cultural Development," and "Education, Culture, and Development: New prospects for Interaction for the Benefit of the Individual and Society." At the conclusion of its discusssions, the Conference adopted its report and Recommendation Number 78 to ministries of education and culture concerning the contribution of education to cultural development. The document includes an introduction and 11 annexes. (Author/SG)

ED 362 468 SP 034 535

Wasem, Jim
A Comprehensive Pickleball Skills Test.
PUB DATE- Mar 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Physical Education; Preservice Teacher Education; Racquet Sports; Scores; Secondary Education; *Skill Analysis; *Test Construction; *Test Items; Test Reliability; Test Validity
IDENTIFIERS- Eastern Washington University; *Pickleball; Preservice Teachers

"Pickleball" is a new racquet sport which is one of the fastest growing educational activities in the Northwest. This paper describes the development of a test battery designed to measure students' pickleball skills for purposes of classification; to determine improvement of playing skills; and to aid in grading of individual performance. Skills such as serving, smash or kill shots, drive shots, drop or "dink" shots, long high clears or deep "lob" shots, as well as individual quickness and agility were deemed to be vital components of an accomplished pickleball player. The "Comprehensive Pickleball Skill Test" was constructed to meet the needs of Eastern Washington University teacher education students, the physical education department, and individual pickleball instructors. Scores were derived from tests administered to 44 physical education majors after 4 weeks of intensive fundamental training in the basic skills of pickleball; 1 week later, the test was again administered in an attempt to determine test reliability. The test was validated by correlating test scores of all subjects with the ratings of a group of four experienced pickleball instructors. A description of how each of seven test items was administered (including diagrams depicting score values) and recommendations for future research complete the document. (LL)

ED 362 487 SP 034 739

Sia, Archibald P.

Preservice Elementary Teachers' Perceived Efficacy in Teaching Environmental Education: A Preliminary Study.

PUB DATE- Oct 92
NOTE- 17p.; Paper presented at the Annual Meeting of the ECO-ED North American Association for Environmental Education (Toronto, Ontario, Canada, October 20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Curriculum Design; Curriculum Enrichment; Education Courses; Elementary Education; Elementary School Teachers; *Environmental Education; Higher Education; *Interdisciplinary Approach; *Methods Courses; Preservice Teacher Education; *Self Efficacy; *Teacher Education Curriculum
IDENTIFIERS- *Preservice Teachers

This study was designed to develop an instrument that would measure preservice teachers' belief efficacy in teaching environmental education (EE). This belief efficacy includes a person's perception of ability to perform the behavior (self-efficacy) and a person's expectation that a specific behavior will result in desirable outcomes (outcome efficacy). It was hypothesized that preservice teachers (the respondents in this preliminary study) would display lack of confidence in their own abilities to teach EE concepts (negative self-efficacy beliefs), but would show confidence that student learning in EE can be improved by effective teaching (positive outcome expectancy beliefs). The Environmental Education Efficacy Belief Instrument (EEEBI) containing self-efficacy belief and outcome expectancy scales was developed and administered to 40 preservice elementary teachers enrolled in a science/mathematics methods course. Results confirm the hypothesis as stated and support the need to address training in EE teaching among preservice teachers by either integrating environmental themes across disciplines or through a separate course. A copy of the EEEBI is included and four tables display the results. (Contains 13 references.) (LL)

ED 362 525 TM 020 441

Klimes, Rudolf E.
Survey It: Appraising Schools.
PUB DATE- 91
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Business; Curriculum Evaluation; *Data Collection; Educational Assessment; *Educational Research; Elementary Secondary Education; Field Studies; Foreign Countries; Institutional Characteristics; Models; *Research Methodology; *School Surveys; Student Evaluation
IDENTIFIERS- South Korea

A survey in education describes the present condition of an educational program and forms the basis for knowing what is happening in a particular school. This volume is intended to be a practical guide to school surveying in South Korea, but not a scholarly thesis on surveys. The emphasis is on field studies and how surveyors can perform a school survey. The survey model presented follows the common organization of schools and is readily understood by most educators. The four main components are: (1) institutional affairs; (2) academic affairs; (3) student affairs; and (4) business affairs. Actual samples of surveys are presented to serve as patterns for other surveyors. Many types of documents may be collected and studied in a school survey. Some examples of these are presented, and a form is included for surveyors to use in conducting an educational survey. (SLD)

ED 362 411 SE 053 739

Heinrichs, Wally; And Others
The Canadian Environmental Education Catalogue: A Guide to Selected Resources and Materials. Premier Edition.
SPONS. AGENCY- Employment and Immigration Canada, Ottawa (Ontario).; Shell Canada Ltd. (Alberta).
PUB DATE- 91
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agriculture; Air Pollution; Educational Games; *Educational Resources; Elementary Secondary Education; Energy Conservation; *Environmental Education; Foreign Countries; Forestry; Hazardous Materials; Health; *Instructional Materials; Mining; Nuclear Energy; Recycling; *Resource Materials; Solid Wastes; Water Quality; Water Resources; Wildlife

IDENTIFIERS- *Canada; Environmental Ethic; *Environmental Issues; Environmental Law; Environmental Protection; Outdoor Recreation; Sustainable Development

Despite their large numbers, environmental education resources can be difficult to find. The purpose of this catalogue is to broaden the awareness of available resources among educators and curriculum developers and facilitate their accessibility. This first edition of the catalogue contains approximately 1,200 of the more than 4,000 titles that make up the Pembina Institute's database. The catalogue is separated into three sections: (1) "Indexes" lists resources by environmental topic; (2) "Resource Listings" lists resources by alphabetical order; and (3) "Resource Distributor Listings" list distributors alphabetically. Bibliographic, ordering, and pricing information has been compiled for each resource. A descriptive review for each resource highlights the essential elements of the resource's content, structure, and its usefulness as a teaching tool. The environmental topic focus, reading level or intended audience, and type of educational use for which the resource is designed is also assessed. Additional features include instructions on how to use the catalogue; and a section that discusses environmental education in the 1990s, classroom and teaching components of environmental education, and environmental issues related to school operations. (MDH)

ED 362 430 SO 023 038

Social and Economic Change in Southern Africa. Fulbright-Hays Summer Seminars Abroad Program, Summer 1991. Curriculum Projects and Papers.

SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 211p.; Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Economics Education; Elementary Secondary Education; Foreign Countries; Foreign Culture; Higher Education; *Instructional Materials; *International Education; *Social Change; Social Studies; *Teacher Developed Materials
IDENTIFIERS- *Africa (South); Fulbright Hays Seminars Abroad Program

This document presents curriculum projects and papers written by U.S. teachers who traveled to countries in Southern Africa in the summer of 1991 as part of the Fulbright-Hays Summer Seminars Abroad Program. The included projects and papers are: "Through a Glass Darkly: The Enigmatic Educational System of Botswana" (Alan C. Howard); "Creating Student Experiences in International Management: The Botswana Experience" (Deborah Namm); "The Economics of African Literature: Cultural Disparity" (Claire N. Robin); "African and African-American Dance: An Unbroken Chain of Cultural Unity" (Cynthia S. West); "Curriculum Project Southern Africa: A Unit for Eighth Grade English and Social Studies" (Leslie J. Altman); "Politics and Economic Change in Southern Africa: A Contemporary Perspective" (Oscar T. Brookins); "Curriculum Project: 7th Grade World Cultures Course, S. Africa: Zimbabwe, Botswana and Malawi" (Joyce H. Millman); "Curriculum Project: Women and Traditional Southern Africa Art Forms" (Dorothy Ann Sauber); "The Challenges of Educational Change: Zimbabwe and Botswana" (Donald Schilling); "Literature form Botswana and Zimbabwe" (Curtis H. Smith); "Archaeology and African Nationalism: The Great Zimbabwe Ruins" (Donald L. Smith); "The Legal Status of Women in Botswana" (Sharon L. Tucker); "Impact of Economic and Social Development on the Roles of Women: Zimbabwe and Botswana" (Mary P. Van Hook); "Curriculum Project: Post-World War II African History Section" (Ralph Dix Van Inwagen); and "Rising Expectations: Perspectives on Challenges to Adult Education in Three Southern African Countries; Zimbabwe, Botswana and Malawi" (Ira J. Winn). (DB)

ED 362 450 SO 023 385

Pollard, Diane S.; Avery, Maria-Paz Beltran
Toward a Pluralistic Perspective on Equity.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 10p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Blacks; Cultural Awareness; *Cultural Differences; *Cultural Interrelationships; *Cultural Pluralism; *Females; Feminism; Higher Education; *Intercultural Communication; *Justice; Racial Relations
IDENTIFIERS- Equality (Social)

This digest deals with the challenges of living in a pluralistic society. Comprised of three articles, the first (by Diane S. Pollard) is a discussion of the problems resulting from the fragmented effort of the equity movement, as many different groups working for equity in gender, race, class, and other concerns, have sought independence from each other. The situation has produced a view in equity work of the defining attributes of these groups as mutually exclusive categories. Those involved in these groups often have found themselves competing against other groups, or even against different aspects of themselves for limited resources. This view of equity has provoked three problems: (1) it ignores the diversity that exists within each of these groups; (2) it diminishes the reality that individuals hold multiple statuses related to race, gender, social class, physical ability, sexual orientation, and so on; and (3) it leads to a stance of exclusion, that is, if all women are seen as having the same concerns or needs, then those women who have different concerns are excluded from the group. The phrase "women's issues" encompasses many differences in needs, interests, motivations, attitudes and priorities. The second article (by Maria Paz Beltran Avery) consists of reflections on the intercultural encounter; it presents some approaches to the interpersonal, intercultural encounter by focusing on ways of thinking about culture that transcend specific information about any one culture. It proposes a definition of culture that presents a change process orientation. The journal concludes with a listing of Women's Educational Equity Act publications. (DK)

ED 362 545 TM 020 572

Public School Enrollment and Staff. New York State 1992-93.

PUB DATE- 93
NOTE- 88p.; For 1991-92 data, see ED 351 367. Tables 9-17 have small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Enrollment; Enrollment Trends; *Public Schools; School Districts; School Personnel; *School Statistics; Secondary School Students; Secondary School Teachers; *State Surveys; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *New York

Data on enrollment in the public schools of New York State are presented in 17 tables. Numbers of students are given by type and size of district and by level of instruction. Numbers of teachers and of paraprofessional and support staff are listed. Enrollment is specified by 12 regions, 57 counties, grade level, and state, with a separate table for the New York City schools. Ratios for professional staff are given for state, region, county, and district. Data for enrollment in Boards of Cooperative Educational Services classes are also provided. In the fall of 1990 there were 2,569,150 public school students, in the fall of 1991 there were 2,613,938 public school students, and in the fall of 1992 there were 2,658,396 public school students in New York State. An appendix lists abbreviations used in the tables. (SLD)

ED 362 469   SP 034 541

Blankenship, Colleen S.; And Others

Embracing Cultural Diversity in Colleges of Education. Minority Recruitment and Retention Project.

SPONS. AGENCY- Holmes Group, Inc., East Lansing, MI.
PUB DATE- Aug 92
NOTE- 93p.; Ending provided by the Far West region of the Holmes Group.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrator Role; Beginning Teacher Induction; *Diversity (Institutional); Elementary Secondary Education; *Enrollment; Higher Education; *Minority Groups; Position Papers; Preservice Teacher Education; Program Design; Program Implementation; *School Holding Power; *Schools of Education; *Student Recruitment; *Teaching (Occupation)
IDENTIFIERS- Holmes Group; Task Force Approach

This publication is intended to assist Holmes Group institutions of higher learning in designing and implementing more effective programs to recruit and retain minority candidates in teacher education. Information from many sources, including the literature, was synthesized, and certain principles emerged as keys to diversifying the teaching force--ideas that became the framework for this document. Following a preface and a discussion of equity and diversity as a commitment of the Holmes Group, the report is organized into five chapters. The first, "Rationale and Conceptual Framework: Understanding and Addressing the Need," discusses changing demographics in America, underrepresentation of minorities in higher education, declining minority enrollment in teacher education, understanding diversity issues, and the challenge to teacher education. Chapter 2, "Recruitment: Bringing Prospective Teachers to Campus," examines the status of minority student recruitment efforts and principles of successful recruitment. Chapter 3, "Retention: Maintaining Diversity in Teacher Education," focuses on retention research in teacher education and principles for retention of minorities. Chapter 4, "Induction Years: Succeeding on the Job," deals with common problems of beginning teachers, impact of the school environment, need for administrative support and principles of successful induction. The final chapter, "Roles and Responsibilities: Applying the Principles," concentrates on administrators in public schools; campus level administrators in institutions of higher education; deans and directors of schools, colleges, and departments of education; faculty; and students. (Contains approximately 175 references.) (LL)

ED 362 488 SP 034 741

Smith, J. Lea; And Others
Negotiation: Student-Teacher Collaborative Decision Making in an Integrative Curriculum.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College School Cooperation; Curriculum Development; Grade 7; Higher Education; *Integrated Curriculum; Junior High Schools; Junior High School Students; Language Arts; *Learner Controlled Instruction; *Participative Decision Making; Partnerships in Education; Student Participation; Student Responsibility; *Student Role; *Teacher Role; Thematic Approach; *Units of Study

This case study of a university-school collaborative project examines the roles that seventh grade language arts students can play in classroom curricular decision making, the degree to which a teacher can negotiate with students about content, and how both students and teacher are able to balance the dynamics of control and responsibility for learning within an integrative language arts curriculum. A thematic unit was developed based on student concerns about death of the individual and of the Earth. The instructional outline included a time of reflective thinking and focusing, a time for discussion, and a time for group and individual learning. The teacher's role became one of facilitator, through questioning and asking for clarification of student projects, and negotiator, through identifying the parameters of study and allowing students to make choices and assume responsibilities for their learning. The paper concludes that the students eagerly accepted the invitation of negotiated decision making with their teacher and took their role as partner in learning seriously. An integrative curriculum was found to be a feasible way to approach sharing control in the language arts curriculum. The students actively engaged in content, language activities, social learning, and academic interaction while exercising their values and voices in decision making. Students' personal and social concerns intertwined, motivating students to learn. (Contains 11 references.) (JDD)

ED 362 507 SP 034 777

Snyder, Stephen J.; And Others
Instructional Clarity: The Role of Linking and Focusing Moves on Student Achievement, Motivation, and Satisfaction.

PUB DATE- Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cognitive Style; Concept Formation; Concept Teaching; Higher Education; Instructional Design; *Instructional Effectiveness; Learning Strategies; *Student Motivation; *Teacher Effectiveness; *Teaching Styles; Undergraduate Students
IDENTIFIERS- *Instructional Clarity; *Presentation Mode; Variability Measurement

This study, designed to examine instructional clarity, focuses on two questions from the literature: (1) Is it necessary for a lesson to contain keys, links, framing statements, focusing moves, and examples in order for students to achieve and be motivated? and (2) What is the specific purpose of links and focusing moves in instruction? Subjects, 40 undergraduate teacher education students, were randomly assigned to 4 treatment groups: (1) a high instructional clarity group; (2) a low instructional clarity group; (3) a high clarity instruction minus links group; and (4) a high instructional clarity minus focusing moves group. Each group viewed a videotaped lesson specifically developed for this investigation; then students completed a questionnaire rating the instructor in each strategy. Results indicate: the instructional clarity variables were influential in changing students' motivation, conceptual achievement, and perception of clarity; focusing and links are necessary; links and focusing moves seem to have unique roles in the delivery of concepts; focusing moves seem to be more important than links in increasing student motivation; and links affect the achievement of students more than do focusing moves. The paper concludes with a discussion of further research needs and eight tables. (Contains 38 references.) (LL)

ED 362 526 TM 020 512

Schattgen, Sharon Ford; And Others
Using Criterion-Referenced Tests To Evaluate Chapter 1 Programs: A Lesson from Missouri.

PUB DATE- Apr 92
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Compensatory Education; *Criterion Referenced Tests; Elementary Secondary Education; Evaluation Criteria; *Federal Programs; Grade 1; Information Networks; Mastery Tests; Mathematics Tests; *Program Evaluation; Reading Tests; State Programs; Test Construction; Testing Programs; *Test Use
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Michigan First Grade Reading and Math Test; *Missouri; Missouri Mastery and Achievement Tests

The Missouri Department of Elementary and Secondary Education uses state-developed, criterion-referenced tests for the purpose of evaluating programs funded by Chapter 1 of the Elementary and Secondary Education Act. The agency's efforts to obtain approval from the U.S. Department of Education (USDE) to use state norms for evaluation purposes are described, and evidence is presented to demonstrate that the state tests meet the USDE criteria for approval. The second section of the paper describes the innovative and efficient processes that Missouri uses to collect, aggregate, and report evaluation data to the local education agencies. The Missouri Mastery and Achievement Tests and the First-Grade Reading and Mathematics Test, the two tests developed for Chapter 1 evaluation, are appropriate and efficient for program evaluation throughout most of the grade-level continuum. Both meet or exceed the USDE requirements. Electronic transmission of information, a feature of the Missouri system, from collection of pretest scores to the generation and communication of data and results saves time and effort for local Chapter 1 personnel. Four appendixes provide sample reports generated by the testing process and a local school report form. Eight tables present evaluation findings. (Contains 7 references.) (SLD)

Snow, Wendy M.

The Effects of Repetitive Assessment on Academic Achievement and Pupil Self-Esteem.

PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Educational Policy; Elementary School Students; Elementary School Teachers; Grade 5; Intermediate Grades; *Parent Attitudes; Scores; *Self Esteem; *Student Attitudes; *Teacher Attitudes; Teaching Methods; Test Results; Test Use
IDENTIFIERS- Parent Surveys; *Repetition Effects; *Retesting; Student Surveys; Teacher Surveys

A strategy that has surfaced as a means of promoting success in the classroom is that of automatic retesting for all children whose scores are unsatisfactory on any administered test. The purpose of this investigation was to determine whether the automatic retesting of every student not scoring above a certain point on unit tests is actually beneficial for the child. Two fifth-grade classes of 29 students in Virginia were chosen for the study. Unit tests and retests administered over 7 months were recorded for science, mathematics, social studies, and English; and students were asked to respond to a brief survey asking their feelings about the retest policy. Sixteen teachers and parents of 20 children also responded to surveys about the policy. Average test scores were increased when retesting with the original occurred, and scores in most areas were increased by similar, but not identical, retests. Survey results suggest that parents, teachers, and students benefit from retesting, although some parents have concerns about the fairness of teacher retesting policies. Implications for classroom practice and further research are discussed. Three figures and one table present study findings. Three appendixes contain the surveys. (Contains 6 references.) (SLD)

ED 362 586 UD 029 506

Vernez, Georges

Needed: A Federal Role in Helping Communities Cope with Immigration. RAND Reprint. Program for Research on Immigration Policy.

PUB DATE- 93
NOTE- 33p.; Reprinted from "Urban America," Steinberg, James B., Ed., And Others. RAND, MR-100-RC, 1992, p.281-306.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Adult Education; Cost Effectiveness; Elementary Secondary Education; *Federal Government; Financial Support; *Government Role; Health Services; Higher Education; *Immigrants; Information Needs; Policy Formation; Program Development; *Public Policy; Social Problems; Social Services
IDENTIFIERS- *Educational Entitlements; *Social Entitlements

The key dimensions of issues related to the integration of successive waves of immigrants are outlined. It is argued that a federal immigrant policy is needed, in which the Federal Government would assume some of the cost burden of public services to immigrants that states and localities now shoulder by themselves. Requiring the Federal Government to internalize the costs of its choices should assure that the trade-offs made serve the broader national interest. These objectives could be accomplished by turning over targeted federal funds to the local institutions that are most affected by the influx of immigrants and their children. These are primarily educational institutions, ranging from early childhood to adult education. General assistance should also be provided to partially compensate localities for costs they incur providing social and health services. The Federal Government should also standardize the requirements for existing federal, social, and other entitlement programs for immigrants. Developing these policy options cannot be done in an information vacuum. Systematic information is needed about the needs and wants of immigrants and service providers. Two figures and five tables illustrate the analysis. (Contains 25 references.) (SLD)

ED 362 606 UD 029 526

Slavin, Robert E.; And Others

Success for All: Evaluations of National Replications.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Early Intervention; Educational Assessment; Educational Change; Elementary Education; *Elementary School Students; Equal Education; Evaluation Methods; Learning; Prevention; Program Evaluation; *Reading Comprehension; Reading Tests; *School Restructuring; Urban Schools
IDENTIFIERS- *Program Replication; *Success for All Program

This report summarizes the evaluations of 15 schools in seven states that are using the Success for All program, an elementary school restructuring program that stresses prevention of learning problems and immediate intervention when learning problems do appear. The schools included those in Baltimore, Maryland, where the program was initiated, and schools in other districts where Success for All was replicated: Philadelphia, Pennsylvania; Charleston, South Carolina; Memphis, Tennessee; Fort Wayne, Indiana; Caldwell, Idaho; and Montgomery, Alabama. The evaluations used reliable and valid measures, individually administered tests that are sensitive to all aspects of reading: comprehension, fluency, word attack, and word identification. The performance of Success for All students was compared to that of matched students in matched control schools. The results of the evaluations show that the program significantly increases student reading performance. The results demonstrate that an effective program that increases the learning of disadvantaged students can be replicated and achieve positive results in its replication sites. (Eleven figures illustrate the discussion. Contains 20 references.) (Author)

ED 362 412 SE 053 797

Adopt a Stream.

PUB DATE- 91
NOTE- 181p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; *Ecology; *Environmental Education; Foreign Countries; Instructional Materials; Investigations; Junior High Schools; Junior High School Students; *Learning Activities; *Outdoor Activities; Outdoor Education; Program Descriptions; Teaching Guides; Thinking Skills; Water Quality; *Water Resources
IDENTIFIERS- Alberta; Canada; Environmental Awareness; Environmental Impact; Environmental Issues; *Environmental Protection; *Streams

This environmental education program is designed to increase awareness among junior high school students of stream ecosystems and those habitats which comprise the ecosystems adjacent to streams. The teaching content of the manual is presented in two major sections. The first section provides information and background material for the group leader. Discussion of the factors that affect stream habitat and water quality is supplemented by case studies that can be used as the basis for a debate of positions represented in the studies. The second section provides four sets of activities through which students explore and understand stream and riparian habitat and the effects of resource development. Activities are presented for the five levels through which the program is developed: concept, awareness, investigation, impact, and action. Three appendices contain a glossary of 120 terms, a list of 24 information and funding sources, and a list of curriculum and program links in Alberta. (MDH)

ED 362 546 TM 020 573

Falk, Beverly
The Primary Language Record at P.S. 261: How Assessment Practices Transform Teaching & Learning.

PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For a related document, see ED 358 964.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Classroom Observation Techniques; Educational Assessment; *Educational Practices; Elementary School Students; Evaluation Methods; Grade 1; *Literacy; Primary Education; *Professional Development; *Public Schools; Reading Skills; Student Attitudes; Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Authentic Assessment; New York City Board of Education; *Primary Language Record

How the use of the Primary Language Record (PLR), an authentic assessment of young children's literacy development, has influenced teaching and learning in one New York City public elementary school was studied. The study looked at classroom practices; professional development; student work; and the thoughts of teachers, administrators, students, and families at Public School (P.S.) 261 in Brooklyn's Community School District 15 over several months in the 1992-93 school year. The PLR is a vehicle for systematically observing children in aspects of literacy development using classroom events and work samples. It includes a parent interview and the record of a parent conference early in the year, as well as a narrative report on the child as a language user, comments from the child and family, information for the teacher in the following year, and results of reading scales. A description of one first grade classroom illustrates use of the PLR. The PLR can recognize the diverse strengths and knowledge children bring to the school experience as it supports the professionalism and integrity of teachers and involves parents in the educational process. Experience at this school provides some insights into problems and questions in implementing the PLR. (Contains 18 references.) (SLD)

ED 362 431 SO 023 160

Dahawy, Bayoumi M.
In-Service Education within Schools: A Comparative Perspective.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Education; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Professional Training; School Role; *Teacher Centers
IDENTIFIERS- Egypt; *United Kingdom

This paper prepared in the United States by a visiting faculty member of the Suez Canal University in Egypt, presents a comparative study that finds that school-based in-service training sessions, in which teachers learn within their own teaching environments, do much to encourage more teachers to adopt a more positive attitude to the revitalization of teaching techniques. The research looked at and compared school-based in-service education and teachers' centers in the United Kingdom and the United States. Five specific questions were used to guide the research: (1) What is the definition of in-service education and why is it important? (2) How can the teacher education level be improved through in-service education? (3) How can the status of the teaching profession be raised? (4) To what extent can the schools play a vital role in in-service education? and (5) To what extent can Egyptian schools benefit from the experiences of English and U.S.

ED 362 451 SO 023 386

Tietjen, Karen; Prather, Cynthia, Ed.
Educating Girls: Strategies To Increase Access, Persistence, and Achievement.
PUB DATE- Dec 91
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Cultural Context; *Developing Nations; Educational Policy; Educational Research; *Educational Strategies; Elementary Secondary Education; *Females; *Womens Education

This document reviews the interventions, such as policies, programs, and projects, that have been implemented by governments, donors, and other institutions to increase girls' access, persistence, and achievement at the primary school level. It examines both the formal system of primary education and nontraditional, alternative approaches to reach out-of-school girls. Its goal is to identify the strategies, practices, inputs, and factors that have had measurable impact in improving the availability and accessibility of basic education to girls in developing countries. The monograph employs an analytic model that categorizes interventions according to whether they address supply side (school factors) or demand side (household factors) barriers to girls' educational participation. On the supply side, few national policies are aimed at promoting girls' education. Educational expansion has limited effectiveness. At the program level, efforts are aimed at bringing schools closer to girls, making schools culturally appropriate, and helping girls learn. Textbooks, female teachers, and single sex schools may improve participation. On the demand side, interventions have attempted to lower the costs to parents of daughters' education and convince them of its benefits. Nontraditional approaches have succeeded in reaching girls prevented from attending school because of poverty and isolation. This paper concludes that, in addition to making school places available, schooling must be made accessible to girls. Multidimensional approaches to girls' education that take into account local context and both supply and demand factors have proven most successful. Selection of interventions should follow a logical process of development, based on needs assessment, monitoring, and evaluation. (DK)

ED 362 508 SP 034 778

D'Emidio-Caston, Marianne

Ambition, Distraction, Uglification and Derision: The Case for Confluent Education in Math Procedures.

PUB DATE- 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- *Affective Objectives; *Attitude Change; Cognitive Structures; Constructivism (Learning); Elementary Education; Higher Education; *Mathematics Anxiety; Models; Preservice Teacher Education; *Prior Learning; *Self Efficacy; Student Attitudes; Teacher Certification

IDENTIFIERS- *Confluence Model; *Preservice Teachers

Many preservice teachers confront their own lack of confidence and actual mathematics phobia for the first time in their math procedures classes. This study was designed to explore the application of a confluent education intervention, a model based on the premise that all learning is accompanied by an affective as well as a cognitive component, to the problem of improving the disposition towards mathematics of 70 student teachers enrolled in a fifth-year multiple subject teaching credential program at the University of California. Using the framework of constructivist theory as a foundation, the paper discusses the effects of prior experience on affective disposition towards mathematics and teachers' sense of self-efficacy. Data were collected in three stages following "The Mathe Teakst Buk," an intervention that involves students in a simulation to reconstruct prior experience by coupling it with affective processing. Results indicate types of changes in disposition and self-efficacy experienced by students after the confluent intervention. A complete description of the intervention is appended. (Contains 29 references.) (LL)

ED 362 566   TM 020 621

County Education Districts Status Report to the Legislative Education Board. A Report Submitted to the Legislative Education Board, Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.

PUB DATE- Mar 93
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *County School Districts; *Educational Finance; Elementary Secondary Education; *Income; Resource Allocation; School District Spending; *School Statistics; *State Surveys; Tables (Data); *Tax Allocation; Tax Effort; Tax Rates
IDENTIFIERS- *Texas

Actual financial data from audit reports on county education districts (CEDs) are presented as required by the Texas Education Code. In summary, it is noted that the CEDs generally fulfilled their obligations relative to collection and distributions of taxes; and that administrative expenditures were not excessive and the amount of delinquent taxes, expressed as a percentage of total taxes levied, was not excessive. The following four tables present financial information for the CEDs: (1) statement of revenues, expenditures, and fund balances; (2) comparison of required to actual distribution of funds; (3) schedule of delinquent taxes; and (4) revenues by source. Five appendixes contain additional schedules of revenue and expenses, definitions of terms, and a list of CEDs. (SLD)

ED 362 587 UD 029 507

Collins-Eaglin, Jan; Karabenick, Stuart A.

Devaluing of Academic Success by African-American Students: On "Acting White" and "Selling Out."

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Alienation; Behavior Patterns; Beliefs; *Black Students; College Bound Students; Cultural Images; *Educational Attitudes; Elementary School Students; Enrichment Activities; *High School Students; Intermediate Grades; Middle Schools; *Negative Attitudes; Racial Attitudes; Secondary Education; Social Attitudes; Stereotypes; *Student Attitudes; Summer Programs

IDENTIFIERS- African Americans; *Middle School Students; Social Devaluation

The meaning of academic achievement for African American students was studied in 2 populations, a sample of 145 (53% males, 47% female) African American middle school and high school students in an African American Academy summer enrichment program and 45 African American high school seniors (36% males, 64% females) in a summer program for students trying to gain college admission. Student attitudes were measured with scales that assessed the feeling that academic success equals selling out and that it represents acting white. No evidence of pervasive academically alienating beliefs among African American adolescents was found. However, a sizable proportion of students sampled did indicate some level of agreement with such beliefs. It may be that students in these summer programs place a higher value on academic achievement than does the general population. A strong relationship was found between academically alienating beliefs and a feeling of being threatened by seeking help. This finding may suggest that for African American students seeking help threatens their self-esteem and confirms the cultural stereotypes that African American students cannot succeed. Two tables summarize study findings. (Contains 7 references.) (SLD)

ED 362 607 UD 029 527

Nettles, Saundra Murray; Pleck, Joseph H.
Risk, Resilience, and Development: The Multiple Ecologies of Black Adolescents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescent Development; *Adolescents; Behavior Patterns; Black Students; *Black Youth; Delinquency; *Disadvantaged Youth; *Ecological Factors; Elementary Secondary Education; *High Risk Students; Institutional Characteristics; Intervention; Predictor Variables; Program Evaluation; Racial Discrimination; Youth Problems
IDENTIFIERS- *Resilience (Personality)

This report examines protective factors and the process of resilience as they apply to Black adolescents. The report reviews risk factors at the individual level and at the community level, and reviews the incidence of health- and life-compromising risk outcomes in Black adolescents. It then discusses protective factors and resilience and their roles in interventions. Individual-level risk factors include personality, sociodemographic factors, and problem behaviors. Community-level risk factors include neighborhood factors, school characteristics, and racial discrimination. Health- and life-compromising risk outcomes in Black adolescents include health, school completion and school-related problems, employability, police involvement, risky sexual behavior, alcohol and drug use, psychological symptoms and suicide. Studies of resilience in Black adolescents are rare, but some attempts have been made to identify protective factors related to delayed childbearing and coping after childbearing, success in academic settings, and development in community settings. Black adolescents have been participants in many major social- and health-oriented programs, and an examination of the content of the various interventions suggests that programs may be defined as means whereby protective mechanisms are provided or set in motion. The report suggests adjustments to interventions that are needed to sustain favorable outcomes. (One figure illustrates the discussion. Contains 106 references.) (Author)

ED 362 470 SP 034 616

Ayers, William
To Teach: The Journey of a Teacher.
PUB DATE- 93
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Curriculum Design; *Educational Practices; Elementary Education; *Elementary School Teachers; Ethics; Humanism; Learning Processes; Parent Child Relationship; Personal Narratives; *Perspective Taking; Professional Development; Teacher Student Relationship; Teaching (Occupation); *Teaching Experience

This book presents a framework for discussing the action of teachers in public elementary schools as the 21st century approaches. An educator with almost 30 years of teaching experience speaks from the perspective of teacher and parent. He tells tales about his family and his life as a teacher; he shares his social and moral philosophy and what he has learned from his children and his students. The personal narrative is told in the context of the on-going and imperfect processes involved in teaching and learning. The volume begins with a preface by Herbert Kohl; it is organized into seven chapters, moving from story to theory and back to story. Tales are told in a conversational and anecdotal fashion and emphasize the need to observe students with a sensitive eye and create a caring environment for learning. Chapters cover the growth involved in teaching well, curriculum organization and the complex craft and art of molding the content of learning to fit the uniqueness of each situation, how an educator can discover what is of value in his/her work and how to fine tune that work in the service of students' learning and lives, and the ethical dimensions of teaching. (Contains 22 references.) (LL)

ED 362 489   SP 034 742

Pang, Valerie Ooka; And Others

Passionate Commitment to a Multicultural Society: Coming of Age in Teacher Education.

PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Change Agents; Course Content; Critical Thinking; Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; Equal Education; Higher Education; *Multicultural Education; *Preservice Teacher Education; *Teacher Education Curriculum; Teacher Education Programs

IDENTIFIERS- San Diego State University CA

This paper addresses how teacher educators can prepare teachers and credential candidates to deal with the issues of pluralism and overarching democratic ideals. It examines the tenets of a multicultural education course in teacher education and discusses how teacher education programs should be shaping multicultural education. In classes at San Diego State University in California, teachers are prepared to be critical thinkers, cultural mediators, student advocates, and change agents who are committed to equal education and a socially just nation and world community. In order to accomplish these goals, five phases of instruction have been developed: (1) establish a sense of community; (2) evaluate personal values, assumptions, and biases; (3) examine mainstream culture; (4) strengthen connections between teachers and culturally diverse communities; and (5) support equity and diversity in the curriculum. (Contains 12 references.) (JDD)

ED 362 527 TM 020 515

Chandler, Theodore A.; Spies, Carl J.
Semantic Differential Comparisons of Attributions and Dimensions among Seven Nations.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Adults; *Attribution Theory; Bias; Comparative Analysis; Competence; Cross Cultural Studies; *Cultural Differences; Foreign Countries; Global Approach;

*Graduate Students; Helping Relationship; Higher Education; International Studies; Knowledge Level; Locus of Control; Predictive Measurement; Reliability; *Semantics; Skills; *Undergraduate Students
IDENTIFIERS- China; Control (Social Behavior); Effort; France; Germany; Hong Kong; Israel; Luck; Spain; United States

The classifications of 11 attributions according to dimensions of locus, stability, controllability, predictability, and globality by participants in 7 countries (China, France, Germany, Hong Kong, Israel, Spain, and the United States) were compared in a cross-cultural study. The attributions were: (1) bias; (2) help; (3) luck; (4) ability; (5) competence; (6) effort; (7) task; (8) chance; (9) knowledge; (10) skill; and (11) mood. It was hypothesized that different cultures would assign different meanings to attributions according to the dimensions. Participants from the 7 countries were 1,145 undergraduate and graduate students and lay individuals (over age 35 with no formal education beyond high school). Nine of the 11 attributions could be validly compared, but bias and competence were not comparable across the countries. Subjects from all countries perceived ability, mood, skill, and knowledge as internal. All countries except Israel (neutral position) perceived chance and task as external. In all countries, effort was seen as controllable. Israelis were neutral with regard to skill and knowledge, but other countries perceived these attributions as controllable. Luck was generally perceived as uncontrollable, with luck and chance seen as unstable. Average values were seldom found at the extremes. The most significant differences were found for Israel, and these were findings that could be reflected in a greater sense of control of one's destiny and more perceived power. Five tables summarize study findings. (Contains 9 references.) (SLD)

ED 362 413 SE 053 818

Leder, Gilah C., Ed.

Assessment and Learning of Mathematics.
PUB DATE- 92
NOTE- 354p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Measurement; *Constructivism (Learning); Cultural Influences; Educational Change; Elementary Secondary Education; Evaluation; *Evaluation Methods; Foreign Countries; Informal Assessment; Mathematics Achievement; *Mathematics Curriculum; *Mathematics Instruction; *Models; National Programs; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- Australia; Authentic Assessment; *Mathematics Education Research; National Standards; Netherlands; United Kingdom

This book addresses the link between student learning of mathematics, the teaching method adopted in the mathematics classroom, and the assessment procedures used to determine and measure student knowledge. Fifteen chapters address issues that include a review of different models of mathematics learning and assessment practices, three contrasting views of learning, the effects of teachers' perceptions of their roles on teaching, concerns with the social context in mathematics classrooms; the national curriculum in the United Kingdom, developments in mathematics education in the Netherlands, and a comparison of major curriculum initiatives in United States, England, and Australia. Chapters are as follows: (1) "Perspectives on learning, teaching and assessment" (G. C. Leder and H. J. Forgasz); (2) "Curriculum and assessment: A basic cognitive model" (K. F. Collis); (3) "Cognitive theories and their implications for mathematics education" (J. Sweller); (4) "Instructional development and assessment from a socioconstructivist perspective" (E. Yackel, P. Cobb, and T. Wood); (5) "Teaching and assessment relationships in mathematics instruction" (D. A. Grouws and S. L. Meier); (6) "Teachers' interpretations of their roles in mathematics classrooms" (J. A. Mousley, M. A. Clements, and N. F. Ellerton); (7) "The role of assessment in determining mathematics performance" (D. Clarke); (8) "Cultural issues in the intended, implemented and attained mathematics curriculum" (A. J. Bishop); (9) "The English experience of a national curriculum and assessments" (L. S. Joffe); (10) "Early years mathematics: Children, teachers and assessment" (L. Rogers); (11) "Understanding children's mathematics: Some assessment tools" (G. N. Masters and B. A. Doig); (12) "Through children's eyes: A constructivist approach to assessing mathematics learning" (B. A. Doig and G. N. Masters); (13) "Curriculum planning, assessment and student learning in mathematics: A top-down approach" (D. Blane); (14) "Critical factors for real changes in mathematics learning" (J. de Lange); and (15) "Curriculum planning assessment = learning?" (G. C. Leder). A list of the authors and an index are included. (MDH)

schools? (DB)

ED 362 432 SO 023 164

North Carolina Close Up. Perspectives: State Government, 1993.
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Government (Administrative Body); Government Role; Public Policy; *State Government; State Officials; States Powers
IDENTIFIERS- *North Carolina

This guide provides an introduction to state government in North Carolina. It has three aims: to provide information about the organization and function of state departments and agencies; to provide content on ideas and issues relevant to democratic government; and to provide information that establishes a foundation for participatory citizenship. The information in the guide is organized into the following categories: federal government, state government, legislative branch, judicial branch, and political process. Information about North Carolina also is featured in 14 appendices, including education statistics (p105), North Carolina counties population map, state budget, and state symbols. While much of the information is transitory (state officers, elected state senators and representatives, etc.) a significant amount is stable and continuing. (DB)

ED 362 547 TM 020 574

Wilson, Kenneth G.
Wisdom-Centered Learning: Strengthening a New Paradigm for Education.

PUB DATE- 19 Apr 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Apprenticeships; Educational Assessment; Educational Improvement; *Educational Objectives; Educational Planning; Elementary Secondary Education; Feedback; Higher Education; Instructional Design; Learning; Models; *Peer Teaching; *Teacher Education; *Tutoring
IDENTIFIERS- *National Education Goals 1990

The National Goals for Education signal a new paradigm. To strengthen this paradigm, a 20-year apprenticeship, starting in the fifth grade, is proposed for all future teachers and professors (in fact, all students, regardless of career goals at that time). Twelve years of peer tutoring experience for virtually all students would begin this apprenticeship. Also, an emerging set of education planning professions (such as instructional design) would support learning by all students through a periodic and comprehensive redesign process. Method of instruction, where to start, evaluation, and the research university are also addressed. Two positive feedback loops, one being apprenticeships for future teachers and professors and the other a redesign process based on field testing of plans including professional development planning and evaluation based on classroom assessment and student experience, would ensure continuing educational advances. Assessment would be an essential component of the new paradigm. The plan is offered to focus nationwide debate on remaining needs for a completed new paradigm. Two tables illustrate the discussion. (Contains 34 references.) (SLD)

ED 362 452 SO 023 387

12 Local Surveys of Public Participation in the Arts. Summary Report. Research Division Report #26.

SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 93
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Art Appreciation; *Arts Centers; *Citizen Participation; Community Programs; Community Study; Community Surveys; Theater Arts; *Visual Arts
IDENTIFIERS- National Endowment for the Arts

This report summarizes the results of a research project to examine arts participation patterns in 12 diverse communities across the United States. The research involved two major components: (1) the administration of an arts participation survey to randomly selected households in each area, and (2) research into the supply of local arts programs and facilities. Survey results for each site were analyzed in the context of local arts activity levels, uncovering a rich and varied texture behind the statistics. The 12 local surveys were undertaken to build a better understanding of variations in arts participation patterns between different communities and to provide local sponsors with valuable information about their areas. Each local survey consisted of three components: (1) a core questionnaire, common to all 12 sites, including arts participation and demographic information identical to a 1992 national survey; (2) a set of questions common to all sites but not included in the 1992 survey, concerning facilities where arts participation occurred, reasons for not attending more often, and sources of information about arts events; and (3) community-specific modules, developed by the local partners to address specific information needs in each community. Some results of the survey show that of the eight core disciplines studied, art museums and galleries attracted the highest participation at every site. Musicals attracted the broadest audiences among the performing arts disciplines studied. Both classical music and plays had average participation rates of 20 per cent, while opera and ballet had lower participation rates across all sites. (DK)

ED 362 490 SP 034 744

Martinez, Raul R.; O'Donnell, James
Understanding the Support Systems of Hispanic Teacher Candidates: A Study through In-Depth Interviews.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; Elementary Secondary Education; Higher Education; *Hispanic Americans; *Mentors; Minority Groups; Needs Assessment; *Preservice Teacher Education; *Social Support Groups; Student Experience; Student Needs; *Student Personnel Services; Teacher Education Programs
IDENTIFIERS- Hispanic American Students

This study explores the background of minority teacher education candidates; their experience in teacher education courses and how the program met student goals and expectations; cultural conflicts they experienced in participating in teacher education; and the mentoring and support systems that the participants used or needed. Interviews held with 12 participants revealed that mentoring is an essential process that comes from the family support system ("La familia") or a group support system (the "Dile") of friends knowledgeable about the university system. As students passed into the college of education, they found that professors were more caring and helpful than those of the larger university setting. Hispanic students were uncomfortable using the central advisement center because of its formality and limited contact time per student. The paper concludes that the university must incorporate Hispanics' "La familia" and "Dile" support systems into its support systems. Not only should the student be oriented to the university, but the family as a whole should receive this orientation. (Contains approximately 25 references.) (JDD)

ED 362 509 SP 034 780

Rodgers, Carol R.; And Others
Mentoring Each Other: Teacher Educators as Learners of Teaching.
PUB DATE- 93
NOTE- 25p.; Paper presented at the International Teachers of English to Speakers of Other Languages Conference (Atlanta, GA, May 27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Faculty Development; Group Discussion; Group Dynamics; *Group Experience; Higher Education; *Mentors; Nontraditional Education; *Reciprocal Teaching; *Teacher Educators; Teaching Experience
IDENTIFIERS- *Reflection Process; School for International Training VT

In the fall of 1991, the Master of Arts in Teaching program of The School for International Training, Brattleboro, Vermont, created a position to mentor newly arrived, full time adjunct faculty in their adjustment to a nontraditional program that operates as a community and provides experiential learning. This paper describes a group of five teacher educators coming together to learn from each other and to reflect on their own teaching. Three broad objectives of the group were to: support the professional development of all group members; increase awareness of how discussions work and increase skills at facilitating them; and increase awareness of student feedback and become more skilled at seeing, eliciting, and utilizing it. The document provides a framework for examining: the group's structure; key elements to the group's success--shared language and similar values; group skills including listening, giving feedback in nonthreatening and responsible ways, receiving feedback with equanimity, and remaining open; shared decision making; administrative support; the mentor's role; the evolution of the group; and questions, concerns; and future directions. An appendix provides an example of a journal entry. (LL)

Education Statistics on Disk machine-readable data file.
PUB DATE- Jun 93
NOTE- System requirements: IBM or compatible personal computer, 640K memory minimum, hard drive 5.5 mg and DOS 3.1, or higher.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Collected Works - General (020),Numerical/Quantitative Data (110)
DESCRIPTORS- *Charts; Computer Software; Databases; Educational Trends; Elementary Secondary Education; Floppy Disks; *Graphs; Higher Education; *National Surveys; Search Strategies; State Surveys; *Statistical Data; *Tables (Data)
IDENTIFIERS- 120 Years of American Educ Statistical Portrait; Condition of Education (NCES); Digest of Education Statistics; *Educational Information; Historical Trends State Educ Facts 1969 to 1989; United States; Youth Indicators

Five diskettes present EDsearch (Education Statistics on Disk) (formerly Digest-on-Disk), a computerized search and retrieval system designed to provide an easy way to locate and display specific information contained in the wealth of statistical tables produced by the National Center for Education Statistics (NCES). This version of the program includes the complete contents of the following NCES publications: (1) 1992 Digest of Education Statistics (409 tables, 35 figures, chapter introductions, and supporting materials); (2) 1992 Condition of Education (text, tables, charts, and supplemental tables and notes for all 60 indicators, plus chapter introductions and supporting materials); (3) Historical Trends: State Education Facts 1969 to 1989 (41 tables, chapter introductions, and supporting charts and appendices; state charts accompanying the tables are not available); (4) 120 Years of American Education: A Statistical Portrait (37 tables, 21 figures, chapter introductions, and supporting materials); (5) 1991 Youth Indicators (tables and charts for all 59 indicators, and supporting text); and (6) Glossary and Guide to Sources (Digest and Condition Glossary and Guide to Sources have been merged). Tables, figures, and text files are stored in a compressed form. The program's convenient menus and search screens offer several powerful ways to retrieve and display information of interest by descriptor term (keyword) index, table of contents, free text searching, and saved search. Once a set of records has been defined and retrieved, individual tables and files can be displayed, printed, or saved to disk in file formats, which can be accessed and manipulated by most word processing, spreadsheet, and database programs. (RLC)

ED 362 588 UD 029 508

How School Divisions Identify and Serve At-Risk Students. Survey Results. A Presentation to the Elementary and Secondary Education Subcommittee of the House Appropriations Committee.

PUB DATE- 20 Jan 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; Delinquency; *Disadvantaged Youth; Dropouts; *Educational Change; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; English (Second Language); *Evaluation Criteria; *High Risk Students; *Identification; Needs Assessment; Poverty; Secondary School Students; Student Evaluation; Student Placement; *Superintendents
IDENTIFIERS- Administrator Surveys; *Virginia

School divisions were surveyed in the fall of 1992 as part of the Virginia State Board of Education's effort to establish criteria for the identification of educationally at-risk students, under the mandate of the State's General Assembly. All division superintendents were asked to review the Board's initial draft criteria for identification and to provide comments and suggestions in addition to responding to a survey. Responses were received from 118 division superintendents (89 percent of those surveyed). Most indicated that the state's funds were spent on a variety of existing and developing programs and services. Usual identification criteria included standardized test scores, the state Literacy Passport Test, overall poor academic performance, and poor performance on ability or readiness tests. Other criteria often used are frequent absence, behavior problems, and a history of delinquency. Dropout status, health criteria, poverty status, and other factors, such as English as a Second Language, are also considered. Most divisions plan new efforts and innovative instructional techniques for the future. Over 90 percent currently evaluate the services and programs they provide. (SLD)

ED 362 608 UD 029 528

Camino, Linda A.
What Differences Do Racial, Ethnic, and Cultural Differences Make in Youth Development Programs?
SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.
PUB DATE- 1 Aug 92
NOTE- 76p.; Commissioned papers prepared for the Task Force on Youth Development and Community Programs.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Differences; *Disadvantaged Youth; Elementary Secondary Education; *Ethnic Groups; Immigrants; Minority Groups; Multicultural Education; Profiles; Program Design; Program Development; *Racial Differences; Racial Discrimination; *Social Influences; Social Science Research; *Youth Programs
IDENTIFIERS- *Youth Development Program

Research concerning the roles that race, ethnicity, and culture play in youth development is reviewed; and the implications of this research for the design of youth development programs are analyzed, with recommendations for program planners. The analysis focuses on the various assumptions that have been used with respect to minority youth, the ecological constraints that influence their lives, and the benefits that multicultural perspectives can bring to youth development programs. The information and discussion represent a triangulation of data from published research, unpublished research, and interviews. Chapter 1 provides definitions and cross-cutting themes of race, ethnicity, and culture. Chapter 2 examines issues of racial and ethnic identity at the family and individual levels. Chapter 3 summarizes some ecological concerns of minority youth, including poverty and ethnic stratification, prejudice, racism, discrimination, and factors surrounding refugees and immigrants. Chapter 4 explores multicultural orientation for youth development programs. Appendix A contains some profiles of culturally sensitive and culturally appropriate youth development programs. (Contains 156 references.) (SLD)

ED 362 433 SO 023 208

Parisi, Lynn; And Others
Japan in the Classroom: Elementary and Secondary Activities, Revised Edition.
PUB DATE- 93
NOTE- 220p.; For earlier edition, see ED 291 668.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cross Cultural Studies; *Cultural Awareness; *Cultural Differences; *Cultural Interrelationships; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Global Approach; History Instruction; *Intercultural Communication; *Japanese; Learning Activities; Social Studies; Symbolism
IDENTIFIERS- Global Education; *Japan; *Japanese Culture

This activity book is designed to present information and insights on Japanese culture and society. Because few teachers can devote entire units to the study of Japan, the activities focus on teaching about Japan within the context of larger social science units. Some of the lessons can be taught within the context of the humanities and fine arts, so that more teachers will be able to integrate information about Japan into the required social studies curriculum. The book's 26 classroom activities are organized into three sections. Section 1, "Society and Culture," contains 11 activities for studying Japan from a cross-cultural perspective. In the first four lessons, students examine U.S. and Japanese national symbols, self perceptions, and images; Japanese and American cross-cultural communication; Japanese history; and the impact of geography and culture on food and eating habits in Japan. Three activities then look at the lives of young people in Japan, with the third focusing on the juvenile justice and family court systems. This activity provides a bridge to the remaining activities in the section, which examine issues related to Japanese government. Section 2 contains a variety of activities on Japanese language, literature, and art. Activities focus on the Japanese writing and numbering systems, proverbs, poetry, children's literature, design, and origami. The third and final section contains six activities on Japanese economic and geopolitical relations. In addition to activities on Japanese population and energy use, three activities focus on developing student awareness of economic and cultural connections between their own communities and Japan. (DK)

ED 362 471 SP 034 625

Karr-Kidwell, PJ; Sorenson, Karen
The Gender Equity Movement in Women's Sports: A Literature Review and Recommendations.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Athletics; Educational History; *Equal Education; Federal Legislation; Females; Futures (of Society); Higher Education; *Intercollegiate Cooperation; Literature Reviews; Sex Differences; *Sex Discrimination; *Womens Athletics

This paper provides a review of the literature published between 1973 and 1993 related to the gender equity movement on varsity and collegiate levels of women's sports, and offers recommendations for women's sports into the 21st century. The paper focuses on the equity movement in the 20th century, including a historical perspective of women in sports, issues and concerns regarding the female athlete, legal remedies to end discrimination in women's sports, and the future potential of female athletes. Recommendations include ensuring equal media recognition; making compliance with Title IX of the Education Amendments Act of 1972 a condition for membership in the National Collegiate Athletic Association; increasing the number of college scholarships offered to women athletes; and having female athletic administrators regulate and evaluate women's athletic programs. (Contains approximately 45 references.) (JDD)

ED 362 528 TM 020 517

Stocking, Vicki B.; And Others
The Self-Concept of Talented Adolescents in an Intensive Summer Program: Implications for Programming.

PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Adolescents; Attitude Measures; Physical Characteristics; Secondary Education; *Secondary School Students; *Self Concept; Self Evaluation (Individuals); Sex Differences; Student Attitudes; *Summer Programs; Talent
IDENTIFIERS- Self Description Questionnaire II

The Self-Description Questionnaire-II (SDQ-II) was used to assess the self-concept of 148 very talented students during an intensive summer academic program. The domain of Physical Abilities was the only area in which students' mean scale scores were below the mean. In fact, a significant number of students (approximately one-third) scored two standard deviations below the mean in perceptions of Physical Abilities. Other areas which had a relatively high rate of students scoring below two standard deviations below the mean included Opposite-sex Relations and Emotional Stability. Females rated their self-concepts in Physical Appearance and General School significantly higher than males, and males rated their self-concept in Honesty-trustworthiness higher than females. Implications for programing are discussed. (Author)

ED 362 548 TM 020 575

Gamse, Beth; Moss, Marc
Levers on School Quality in Chapter 1: The Chapter 1 Teaching Force.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; *Educational Quality; *Elementary School Teachers; Elementary Secondary Education; *Federal Programs; Inservice Teacher Education; National Programs; Professional Development; Secondary School Teachers; Teacher Aides; Teacher Background; Teacher Certification; *Teacher Characteristics
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Using data from a national study of Chapter 1 implementation, this study describes the Chapter 1 teaching force. Over the 1991-92 school year, surveys were completed by a nationally representative sample of Chapter 1 teachers and aides, and regular classroom teachers in elementary schools, middle schools, and secondary schools. This study focuses on the elementary school level. Chapter 1 services are provided by teachers and aides. Chapter 1 aides have an average of 8 years of instructional experience, while teachers have an average of 17 years of experience. Chapter 1 teachers are more likely to have a master's degree than are their regular classroom colleagues. Most instructional staff report having some inservice or professional development over the preceding year. Regular and Chapter 1 teachers had similar amounts of staff development training, while aides had somewhat less. Describing the various domains of experience, education, and certification does not, of itself, describe the quality of the services provided, but it does result in a better understanding of the range of Chapter 1 services. Six figures illustrate teacher characteristics and background. (SLD)

ED 362 414 SE 053 820

Nevile, Liddy, Ed.
Logo and Mathematics Education LME5. Proceedings of the Annual Conference (5th, Lake Tinaroo, Queensland, Australia, April 1-5, 1991).
PUB DATE- 92
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Conference Proceedings; *Cooperative Learning; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Matrices; Secondary School Mathematics; Student Behavior
IDENTIFIERS- Iterative Methods; *LOGO Programing Language; Mathematics Education Research; *Microworlds; Recursive Programing

Logo programming language was conceived 25 years ago, but in the 10 years since it has made its way out of the laboratory, research has not clarified the role of Logo in education. A conference on Logo and mathematics focused on mathematical and educational issues, rather than on technical issues related to changes in hardware and Logo software. The 12 chapters in these proceedings are presented in 4 sections: Building Microworlds; Social and Cultural Dimensions; Thinking Recursively, and Challenging the Curriculum. The chapters are: (1) "LEGO and Logo: Time and space" (J. Cesar); (2) "A study of how to integrate technology and curriculum" (A. J. Dawson and D. Bell); (3) "Reaching for the stars" (D. Williams); (4) The design of Logo microworlds" (D. Pratt); (5) "Playing with LEGO/Logo: School definitions of work and play and their influence on learning behaviour" (K. Crawford); (6) "Logo as a framework for collaborative learning" (B. W. McMillan); (7) "Mindstorms plus one--and counting" (R. Noss); (8) "What makes recursion hard" (E. P. Goldenberg); (9) "Structure and process microviews: Partial understandings of recursion in Logo programming" (A. McDougall); (10) "Matrices without recursion" (B. Harvey); (11) "Integrating Logo into the secondary mathematics curriculum" (B. Horton); and (12) "Teachers: Jewels in the crown of learning with Logo" (T. Jones). Notes from the discussion groups are included. (MDH)

Floro, Maria; Wolf, Joyce M.
The Economic and Social Impacts of Girls' Primary Education in Developing Countries.
SPONS. AGENCY- Agency for International Development, Washington, DC. Office of Education and Women in Development.
PUB DATE- Dec 90
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; *Developing Nations; *Economic Impact; Elementary Education; *Females; Foreign Countries; Human Capital; Literacy; Outcomes of Education; Role of Education; Sex Differences; *Sex Role; *Sociocultural Patterns; *Womens Education

This document explores the evidence that exists worldwide on the impact of girls' education, particularly primary education. It indicates areas in which impact of education is probably occurring, especially in those areas that have received little or no attention in the literature or that have been studies with methodologies that limit what can be learned. The literature review incorporates research conducted throughout the world to gain a broad perspective of the impact of girls' education. By reviewing data from countries in Africa, Asia, and Latin America, the researchers were able to capture and consider the diverse circumstances that influence the impact of education on women, and to identify trends throughout the world. A need exists to focus on studying specifically the impact of educating girls because of the relatively lesser access of girls to education, and equally importantly, the different types of impacts that literate women, as compared to literate men, might have on their societies. The economic role women play in their societies has been long underestimated by the assumptions underlying how economic input is measured. The social roles women play have been underestimated by a narrow definition of what those roles are and how they affect society. This report concludes that girls' primary education results in more active participation by women in the labor force. The positive outcomes of girls' primary education are conditioned by the prevailing economic, social, and cultural environments. (Contains approximately 400 references.) (DK)

ED 362 472 SP 034 653

da Costa, Jose L.

A Study of Teacher Collaboration in Terms of Teaching-Learning Performance.

PUB DATE- Apr 93
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Elementary Education; Foreign Countries; Literature Reviews; *Outcomes of Education; Self Efficacy; *Self Evaluation (Individuals); Student Attitudes; Student Behavior; *Teacher Attitudes; *Teacher Behavior
IDENTIFIERS- British Columbia; *Collaborative Teaching; Reflection Process; *Teacher Partnerships

This study was conducted to investigate the relationship between teacher participation in a teacher collaboration program and teaching-learning outcomes. The consultation approaches promoted collegial interactions of teachers on a professional level and emphasized self-examination and development of classroom behaviors from the individual teacher's value and belief perspectives. A review of the literature reveals positive outcomes for both teachers and pupils when teachers engage in the use of collaborative consultation. Participants in this investigation consisted of 30 elementary school teachers from each of 2 suburban public school districts in British Columbia. Data were collected from classes at two points during the school year, and information based on the following constructs was obtained from teachers, teaching partners, and pupils as appropriate: teacher trust for the teaching partner; teaching partner's supervisory beliefs; degree of teacher reflection; teacher efficacy and classroom behavior; and pupil achievement, attitudes, and behavior. A discussion of the findings (displayed in tabular form) and implications and recommendations based on informants' suggestions complete the document. Appendixes provides descriptions of terms as well as data collection instruments and procedures. (Contains approximately 100 references.) (LL)

ED 362 491 SP 034 746

Ellis, Edwin S.; And Others
Practicing Master Teacher Perceptions of Inclusion Teacher Competencies.
PUB DATE- Aug 93

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Behavior Problems; *Competence; Elementary Education; Learning Problems; *Mainstreaming; Master Teachers; Mild Disabilities; *Regular and Special Education Relationship; Special Education; Special Education Teachers; Teacher Attitudes; *Teaching Skills

This study identified practicing master teachers' perceptions of the functional differences between beginning teacher competencies in general elementary education and those in special education for elementary students with mild learning and/or behavior problems. Two groups, composed of six special education teachers and six general education teachers, worked to sort and label competencies pertinent to general education, special education, and both. The two groups then met to form a single list of competencies reflecting a consensus of opinion. Both general educators and special educators relied heavily upon formal knowledge (i.e., competencies identified by professional organizations or those in the published literature). No competencies were identified by either group solely based upon informal knowledge. Many of the same competencies were selected by both groups, yet there was some variation in the sources of formal knowledge selected. Only a few competencies were identified exclusively for general education or exclusively for special education. Results imply that practicing master teachers may be very much aware of the similarities in general and special education and perceive the differences as minimal. An appendix provides a list of the competencies. (JDD)

ED 362 510 SP 034 781

Placier, Margaret
"But I Have to Have an A": Probing the Cultural Meanings and Ethical Dilemmas of Grades in Teacher Education.

PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Beginning Teachers; College Students; Cultural Context; *Culture Conflict; *Ethics; Grades (Scholastic); *Grading; Higher Education; *Student Attitudes; Student Evaluation; *Teacher Attitudes; *Teacher Educators; Teacher Student Relationship

This paper examines grading policies and the college student culture, as part of an ongoing collaborative study of the socialization of beginning teacher educators on four campuses. Utilizing a combination of participant observation and action research to arrive at a better understanding of grades and the improvement of grading practices, four teacher educators shared journals and conducted inquiries on aspects of teaching that both intrigued and troubled them. After 3 years it was determined that grades were the source of literally all conflict with students. A framework is provided for: the exploration of research on college grading practices; political, cultural and ethical contexts of grading decisions; everyday manifestations of "grade-orientation"; student justifications for grade changes; what students believe grades should mean; and the presentation of two vignettes describing grading fiascos. Although a graduate course on grading methods is not suggested, it is recommended that the topic be included in policy discussions at the graduate level. A table, based on a series of psychological studies characterizing college students as being either grade- or learning oriented is appended. (Contains 41 references.) (LL)

ED 362 568 TM 020 637

Analysis of State Education Indicators: State Profiles and NAEP Results Related to State Policies and Practices, 1993.

PUB DATE- 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Achievement Tests; Educational Policy; *Evaluation Methods; Grade 8; Junior High Schools; Junior High School Students; *Mathematics Achievement; National Surveys; Outcomes of Education; *Profiles; School Statistics; *Secondary School Mathematics; State Boards of Education; State Programs; State Surveys; Tables (Data)
IDENTIFIERS- *Educational Indicators; *National Assessment of Educational Progress

With this volume, the Council of Chief State School Officers introduces a new 2-year format for state education indicators. The first section of this report is an analysis of state-level data related to the first-ever state-by-state achievement results from the 1990 mathematics assessment of the National Assessment of Educational Progress (NAEP). The analysis includes background characteristics, program inputs and policies, and educational outcomes. The second section of the report provides profiles of each state on a number of available indicators. Several states are still presenting a mathematics curriculum that heavily emphasizes numbers, operations, and measurement over concepts in geometry and algebra functions. The analysis also makes it apparent that states differ widely in the proportion of teachers who are certified in middle school or secondary school mathematics, and that these teachers vary widely in their college preparation. Findings also indicate that use of calculators does not deter students' mathematical thinking and that grouping students for instruction does not significantly affect mathematics proficiency. A final finding is that the availability of instructional materials and resources is related to mathematics proficiency. Eleven figures and 10 tables in an appendix present study findings. State profiles are included. (Contains 17 references.) (SLD)

ED 362 589 UD 029 509

McDonnell, Lorraine M.; Hill, Paul T.
Newcomers in American Schools: Meeting the Educational Needs of Immigrant Youth.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 133p.; Support also provided by the Program for Research on Immigration Policy.

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Disadvantaged Youth; Educational Needs; *Educational Quality; Elementary Secondary Education; Equal Education; *Immigrants; Minority Group Children; Needs Assessment; *Outcomes of Education; *School Districts; School Role; *Student Needs; Urban Schools
IDENTIFIERS- Language Minorities; Los Angeles Unified School District CA; United States

The United States is experiencing a wave of immigration unprecedented since the early 1900s. This report examines the schooling needs of immigrant students, assesses how well those needs are being met, and suggests strategies for improving schooling outcomes for immigrants. Immigrant education is examined as a political issue and as a challenge facing overburdened school systems. Data were collected from a purposive sample of 8 school districts and 55 schools. Six large urban districts that enroll the overwhelming majority of immigrant students nationally were included. A more detailed analysis was performed of the transcripts of 745 students in Los Angeles (California) schools, and 38 interviews were conducted with state-level policymakers across 6 states. Among the major conclusions is that immigrants, although they represent only a fraction of the nation's youth, are a growing population, heavily concentrated in a few areas of the country. Immigrant education is not a visible policy issue, and the needs of immigrant students are not generally recognized. The quality of schooling that immigrants receive depends on the capacity of the communities in which they live, and many have inadequate resources. Immigrant students have unmet needs that are unique to their newcomer status. Thirteen tables present study data. (Contains 55 references.) (SLD)

ED 362 609 UD 029 529

School Age Demographics: Recent Trends Pose New Educational Challenges. Briefing Report to Congressional Requesters.

PUB DATE- Aug 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Census Figures; *Children; *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; *Economic Factors; Elementary Secondary Education; Ethnic Groups; Family Problems; Financial Problems; Low Income Groups; National Surveys; *Poverty; Racial Differences; *School Demography
IDENTIFIERS- Bilingual Education Act 1984; Census 1980; Census 1990; *Education Consolidation Improvement Act Chapter 1; Reauthorization Legislation

This report presents results of an investigation of the economic and demographic characteristics of school-age children in families and changes in these characteristics between 1980 and 1990. The information was requested in connection with the reauthorization of Chapter 1 of Title I of the Elementary and Secondary Education Act. A particular focus was on national and state profiles of children in families with incomes below the poverty level. The analysis of decennial census data identified demographic changes that may have important implications for Chapter 1. For example, the school-age population declined by 2.3 million in the 1980s, but the number of poor school-age children increased by about 6 percent to 7.6 million, and became more racially and ethnically diverse. This population has become more concentrated in the West and Southwest, but significant concentrations of school-age poor remain in the South. The poor school-age population has also become more concentrated in cities. With no changes in Chapter 1 allocation formulas, these patterns will substantially affect the distribution of program funds. Other trends have been identified that impact other federal education programs such as the Bilingual Education Act. Five appendixes contain 32 tables and 32 figures presenting demographic information and characteristics of school-age children. (SLD)

ED 362 434 SO 023 212

Griffith, Bryant

Getting Inside Other People's Heads: Robin George Collingwood on the Unity of Thought.

PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Epistemology; *Hermeneutics; Higher Education; Historiography; *History; Intellectual History
IDENTIFIERS- *Collingwood (Robin George); Historical Influences; *Metaphysics; Philosophers; Philosophical Research; Speculum Mentis

This paper traces the attempts by the philosopher Robin George Collingwood to answer the question: How does one change the course of modern thought? The description of Collingwood's work is structured around three of the philosopher's books that represent a unified attempt to solve the problem. The three books cover a span of over 10 years and, while varied in their stated objectives, when taken as a whole represent one purpose. Collingwood's philosophy developed from his attempt to unify philosophy and history. He believed that a break with the prevailing methodologies in metaphysics was essential because the realist school of philosophy had created a false analogy between history and the natural sciences. Collingwood conceived of thought as historical in nature. For him metaphysics was the historical science that could unify all thinking. He believed the realists' dismissal of the historical dimension of mind had led to an improper understanding of the relationship between man and nature. Collingwood was convinced that the way to change the negative development of man's rational powers was through a proper understanding of historical thinking. The first work discussed is "Speculum Mentis," published in 1923, and intended to map the boundaries of human knowledge. The next work described is "An Essay of Philosophical Method." The ideas laid out in this book find their foundation in "Speculum Mentis" and lead to later work in the third book, "An Essay on Metaphysics." (DK)

ED 362 529 TM 020 521

Newman, Isadore; And Others
Type VI Errors in Path Analysis: Testing for Interactions.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Interaction; Literature Reviews; Meta Analysis; Models; *Path Analysis; Research Design; *Research Methodology; Research Problems; Theories
IDENTIFIERS- *Post Hoc Methods; *Type VI Errors

Given that theory is a crucial component of path analysis and that major theories in the social sciences either directly or by inference assume interaction, it appears that interaction has to be considered in path analytic models that reflect those theories. The use of interaction within the framework of path analytic methodology is investigated by sampling articles reporting the use of path analysis over the last 5 years. The Type VI error, the focus of the investigation, has been identified as the incorrect use of post hoc procedures and the examination of a research question using one or a limited number of designs, studies, or analyses. Fifty articles on path analysis were identified in the ERIC educational reference system. Of the 50, 19 did not test for interaction in any way, and they did not compare separate models. Twenty-six used a multiple model approach, although it was not made clear that the use of multiple models was a reflection of concern for possible interaction effects. In eight studies, analysis of variance was used prior to the inclusion of variables, and in some cases, interactions, in the model. Sixty-eight percent of the articles appeared not to consider interaction at all, even though it is fair to assume that interaction is implied or explicitly stated in the theories underlying all of the models tested. This suggests that Type VI errors are being made in a majority of studies using path analysis. An extensive table lists the articles reviewed and the methods they use. (Contains 49 references.) (SLD)

ED 362 549 TM 020 580

Resnick, Lauren; And Others

Report on Performance Standards in Mathematics and English: Results from the New Standards Project, Big Sky Scoring Conference. Project 2.3: Complex Performance Assessments: Expanding the Scope and Approaches to Assessment.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Educational Assessment; Educational Change; Elementary Secondary Education; English; Estimation (Mathematics); Field Studies; *Holistic Evaluation; *Interrater Reliability; Language Arts; Language Tests; Mathematics Tests; Professional Development; School Districts; *Scoring; Standardized Tests; *Student Evaluation; Tables (Data); Test Construction; *Test Reliability; Writing Evaluation
IDENTIFIERS- *Performance Based Evaluation; Test Directors

The New Standards Project (NSP) is an effort to create a state- and district-based assessment and professional development system to serve as a catalyst for major educational reform. As part of a professional development strategy tied to assessment, 114 teachers, curriculum supervisors, and assessment directors, representing 23 states and districts, met in Big Sky (Montana) on June 27 through July 1, 1992, to refine rubrics and procedures and score student responses from the spring 1992 field test of mathematics and English language arts performance tasks administered to close to 10,000 fourth graders in partner states and districts. Inter-scorer reliability estimates for reading and writing tasks were in the moderate range, below levels achieved with the use of large-scale writing assessments or standardized tests. Low reliability limits the use of these scores for making judgments about student performance or educational programs. Inter-scorer reliability for mathematics was somewhat higher, and levels were acceptable for six of seven tasks. Use of anaholistic and holistic scoring methods resulted in different scores for the same student response. The anaholistic "sum" was most similar to the holistic rating. Analysis of this pilot data does provide some direction for refinement and revision of tasks, rubrics, and scorer training. Findings are presented in 23 tables. (SLD)

ED 362 415 SE 053 872

Wee Recyclers. An Activity Guide for Ages 3-5.

PUB DATE- 92
NOTE- 204p.; For related document for older students, see SE 053 903.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Ecology; *Environmental Education; *Handicrafts; *Learning Activities; *Preschool Curriculum; Preschool Education; *Recycling; *Skill Development; Solid Wastes; Story Telling; Worksheets
IDENTIFIERS- Ditto Masters; Environmental Issues; Hands On Experience; Posters

Recycling and reusing are skills that can be developed in early child care programs. This activity guide is intended to help teach children (ages 3-5) about recycling using simple, hands-on activities. Teacher-directed activities involve setting up a recycling center, sorting recyclable items, landfills, litter, a recycling alphabet, and ways that nature recycles. Each activity contains teacher background information, directions, and suggestions for additional related activities. Additional resources include stories and plays, songs, games, take-home recycling ideas, a glossary of 31 terms, and a list of 40 resources. A packet of supplementary materials complements the guide and contains posters; a set of recycling labels; 34 related crafts with instructions; masters of activity sheets that can be reproduced and taken home by the children; props; and patterns. (MDH)

ED 362 473 SP 034 672

Diamond, C. T. Patrick
Writing To Reclaim Self: The Use of Narrative in Teacher Education.

PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; Conceptual Tempo; Educational Research; *Faculty Development; Foreign Countries; Higher Education; Individual Development; *Inquiry; *Metacognition; Models; Personal Narratives; Self Evaluation (Individuals); *Teacher Education; Teacher Educators; Writing for Publication; *Writing Strategies
IDENTIFIERS- *Reflective Writing

This paper explores the idea that writing and reading, the creation and interpretation of text, provide a model for the study of teacher education and research. It examines the development of one teacher educator who creates a community of third- and first-person voices through the re-examination of one of his published papers. Reflective writing and dialoguing with others are seen as helping individuals become more aware of their life histories and the influences that have shaped their thinking. Self-reflexive and reflective writing complements one's published, formal writing to produce a series of both academic and personal voices that go beyond existing levels of development. Reflective writing strategies are felt to serve the educational function of transformation of perspective. Gaining perspective on self and becoming aware of the possibilities that are within and without bring individuals closer to melding their authentic voices. In this way, it is proposed that teacher education can be refigured as inquiry through self-research. (Contains 25 references.) (JDD)

ED 362 492 SP 034 748

Richardson, James A., Ed.; Hoadley, Michael, Ed.
The Proceedings of the Annual Meeting of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance (Des Moines, IA, April 29-May 3, 1992). Abstracts.
PUB DATE- May 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131)
DESCRIPTORS- Athletic Coaches; *Athletics; *College Athletics; Dietetics; Elementary Secondary Education; Exercise; Higher Education; *Physical Education; Physical Education Teachers; *Physical Fitness
IDENTIFIERS- *AAHPERD

This publication is designed to communicate the history and research activities of members of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance. It presents summaries of 30 papers and conference presentations on such topics as pioneering physical educators; cholesterol in college football players; physical fitness of males with disabilities; injury and self-esteem; assessment of scientific knowledge of high school coaches; intrinsic motivation; college coaches' roles and working conditions; gender differences in anaerobic power measurements; elementary health education; learning a softball pitch; physical activity of preschool age children; teaching appropriate intensity of cardiovascular exercise; relationship between employment and psychosocial factors among heart transplant recipients; on-task behaviors of college hockey players; cooperating teacher ratings of preservice physical educators; effects of training in observational proficiency; effect of blood alcohol content on reaction and movement times; energy expenditures for various forms of exercise; metabolic measurements in distance runners; effects of a required fitness class on fitness; prediction of starters in college football; effect of drafting in swimming on heart rate and lactate responses; dietary intakes of swimmers; upper body strength training for college females; relationship of body cathexis and somatotype to physical fitness; and psychological skills of college athletes. (JDD)

ED 362 511 SP 034 782

Osgood, Ann F.; York, Paula A.
Faculty Teacher Training at the Post-Secondary Level.

PUB DATE- Dec 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Instruction; Faculty Development; Higher Education; Inservice Teacher Education; Literature Reviews; Methods Courses; *Teacher Attitudes; *Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; *Teaching Skills
IDENTIFIERS- Northern Maine Technical College

College-level students' achievements may be negatively impacted because college-level instructors, though well educated and informed in their particular subject area, may not be effective classroom teachers. A study was conducted to examine the preparation of postsecondary educators to determine if methodology training is considered to be of any value. A review of current literature shows how college teaching can and should be improved, and indicates that the assumptions "if you know it, you can teach it" and "good teachers are born" are flawed. Full-time faculty members in the Maine technical college system were surveyed to determine how college teacher training was viewed. Respondents (N=133) indicated that instructors have at least bachelors and/or masters degrees, 38 percent of full-time faculty are pursuing further education, slightly less than half have had formal and specific training in methodology prior to employment, and 40 percent have received specific methodology training during employment. The paper concludes with recommendations for 16 practical steps to lift the level of teaching in universities. An appendix provides a copy of a

ED 362 569 TM 020 642

Student Portfolios. Teacher-to-Teacher Series.
PUB DATE- 93
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; *Educational Assessment; Educational Change; Elementary Secondary Education; Literacy Education; *Portfolios (Background Materials); *School Restructuring; State Programs; *Student Evaluation; Teacher Attitudes; Telecommunications; Test Use

In the Teacher-to-Teacher series of the National Education Association's Professional Library, teachers speak directly to other teachers about school restructuring issues. This volume covers issues in student assessment, focusing on student portfolios and their uses in reflecting student processes, collaboration, and literacy. Various portfolios techniques are reviewed in the following articles: (1) "Taking Assessment Matters into Our Own Hands" (Laura Grosvenor); (2) "The Manhattan Assessment Project" (Lisa Bietau, Barbara Maughmer, and Joyce Crill); (3) "Schoolwide Portfolios" (Donald Daws); (4) "Literacy Portfolios in the Early Childhood Classrooms" (Cheryl Polakowski); (5) "A Jump Ahead: Living with the KERA (Kentucky Educational Reform Act) Portfolio Assessment" (Virginia Biles); and (6) "Assessing a Teleproductions Course" (Terry Kekic). Each section contains space to record teacher reflections on the chapter, and there are 22 reproducibles for use in portfolio construction and management. A glossary is included. (Contains 32 references.) (SLD)

ED 362 590 UD 029 510

Educational Attainments of Students Living in Poverty. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document No. 13.
SPONS. AGENCY- Virginia State General Assembly, Richmond. Senate.
PUB DATE- 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; Census Figures; *Disadvantaged Youth; *Economically Disadvantaged; *Educational Attainment; Educational Planning; Elementary School Students; Elementary Secondary Education; *High Risk Students; One Parent Family; *Poverty; Preschool Education; Prevention; School Statistics; Secondary School Students; State Surveys; Supplementary Education; Urban Youth
IDENTIFIERS- *Virginia

This study of the educational attainments of students living in poverty was conducted in response to a resolution of the Virginia State Senate. Census counts of persons living below the poverty level, counts of students enrolled in free lunch programs, test scores, and two previous analyses of the achievement of Virginia students were used in the analysis. In Virginia, one of seven children aged 5 years or younger lives below the federal poverty level. Between 1979 and 1989, the number of poor two-parent families increased by 19 percent. Nearly two-thirds of poor families with children are headed by parents who work during the year, and only 1 in 10 poor children fits the stereotype of a poor child (an urban child who is black and lives with a single mother who does not work). The following educational responses to student risk have been cited by research as being effective in promoting learning: (1) developmental preschool programs; (2) supplemental reading programs; (3) reducing class size; and (4) schoolwide projects in prevention and support. The size and scope of problems facing poor children in Virginia requires a larger societal response than current efforts. The Virginia State Department of Education is working on a comprehensive plan to serve at-risk students. Seven tables and two figures illustrate the analysis. Three appendixes contain the Senate resolution and provide further information about poverty in Virginia. (SLD)

ED 362 610 UD 029 531

Anderson, Judith

The Distribution of Chapter 1 Services: Data from the Schools and Staffing Survey. Working Paper.

PUB DATE- 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For an earlier paper, see ED 346 209.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; *Educational Legislation; Elementary School Students; Elementary Secondary Education; *Federal Programs; Low Income Groups; National Surveys; Private Schools; Public Schools; School Personnel; *School Statistics; School Surveys; Secondary School Students; Special Needs Students; Statistical Data
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Private School Questionnaire (NCES); Public School Questionnaire (NCES); Schools and Staffing Survey (NCES)

This working paper examines funding to U.S. school districts and public schools in accordance with Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 as amended in 1988. The report discusses the background of the legislation, describes its provisions, and presents results from the Schools and Staffing Survey conducted in 1987-88 and the 1990-91 administration of the Public School Questionnaire and Private School Questionnaire. Findings are reported concerning which school districts are receiving Chapter 1 funding, the number of schools enrolling students served in Chapter 1 programs, and the number of students being served by elementary and secondary schools and participation by school poverty concentration. The following results are highlighted: (1) over 90 percent of all public school districts in 1987-88 received Chapter 1 services, and virtually all of the very needy districts received Chapter 1 funds; (2) nationwide, 66 percent of public schools and 25 percent of private schools enrolled students who were served in Chapter 1 programs in 1990-91; (3) 87 percent of the schools with the highest concentrations of poor children provided Chapter 1 services in 1990-91; (4) nearly 5.7 million students, or about 13 percent of all students in 1990-91, received Chapter 1 services; and (5) elementary school students were more likely to be served than were secondary school students in 1990-91. An appendix provides nine data tables. (Contains 7 references.) (GLR)

ED 362 454 SO 023 389

La Farge, Louisa, Ed.
State Arts Agency: Arts in Education Profiles. 2nd Edition.

PUB DATE- Aug 91
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art Education; *Artists; *Art Teachers; Curriculum Development; Elementary Secondary Education; Fine Arts; Higher Education; Program Descriptions; State Departments of Education; *State Programs; Teacher Qualifications
IDENTIFIERS- Artist Residencies; Artists in Residence Program; *Artists in Schools Program; *Arts in Education Project

This handbook is a directory of residency programs for artists and Arts in Education (AIE) programs. It is arranged on a state by state basis, listed alphabetically by state. The catalog includes 52 states and territories. The residency program for 1991-92 is discussed for each state and territory. The application and panel review process is described for each entry. Features of and requirements for each residency program are listed. Some of the entries include special notes and comments or listings of other Arts Endowment AIE supported activities. Special problems are addressed in particular areas such as the difficulty of travel and high teacher turnover in Alaska. Each entry includes mistakes that have been made in that program and advice to help others in the field to avoid similar problems and errors. A sample of the advice given is: trust your artists; be patient; make sure teachers "own" the project; have a project coordinator; and do not underestimate the time needed to design and implement written arts curricula. Dance programs beginning in several states and territories are described. Teacher training workshops and inservices are listed. Addresses, phone numbers, and contact people are included for each entry. Brief descriptions provide information on programs currently in existence and suggestions for the kinds of programs that are desired. (DK)

ED 362 530 TM 020 528

Michael, John A.; And Others
Developing Leadership among Extension Clientele.

PUB DATE- Oct 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Evaluation Association (Seattle, WA, November 5-7, 1992). Shading in bar graphs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Conferences; Extension Agents; *Extension Education; Higher Education; *Knowledge Level; Leadership; Leadership Qualities; *Leadership Training; National Surveys; Problem Solving; *Skill Development

IDENTIFIERS- *Cooperative Extension Service

The Extension Service of the U.S. Department of Agriculture commissioned the National Impact Study of Leadership Development in Extension (NISLDE), one of five national impact studies, to examine the leadership development work of Cooperative Extension staff nationwide. The study, responded to by 86 percent of the 3,100 extension educators and their supervisors initially surveyed, established that extension services invested over 2,500 staff years during 1985 developing the leadership competencies of an estimated 13.7 million clients. The competencies most frequently taught were solving problems, working with groups, and directing projects and meetings. Over 100,000 organizations and 330,000 volunteers collaborated with extension staff in leadership development. The great majority (84 percent) of extension personnel believed that developing leadership is a one of their responsibilities, and most tried to develop leadership skills while teaching non-leadership subjects. Extension should produce a formal statement about the importance of leadership development, establish procedures to aid and encourage leadership development, and ensure the quality of leadership development by strengthening its knowledge and research base. Sixteen figures illustrate study findings. (SLD)

ED 362 435 SO 023 215

Busuttil, Joelle
Behind the Wall of China. Young Discovery Library Series: 42.
PUB DATE- 93
NOTE- 41p.; Illustrations by Laurence Quentin. Translation of "Vivre en Chine" (translator: Vicki Bogard). Specialist adviser: Lilia Fung. Illustrations will not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Childrens Literature; Elementary Education; Elementary School Students; Foreign Countries; *Foreign Culture; Picture Books; *Reading Materials; Resource Materials; *Social Studies; Young Children
IDENTIFIERS- *China; Trade Books

This book is part of an international series developed as a collaboration among the author, the illustrator, an advisory group of elementary school teachers and an aademic specialist on the subject. This volume provides in brief and simple terms some facts about the geography, history, and daily life of China. Some of the questions this book seeks to answer are: Why are Chinese houses guarded by animals? Why was the Great Wall built? What foods do the Chinese prefer? When is the Chinese New Year? Additional topics are the peoples of China and regions of the country, the Great Wall, famous cities, Chinese writing, and the Chinese zodiac. Profuse colored illustrations include a simple map. (DB)

ED 362 550 TM 020 581

Mahoney, Susan S.
Credit by Examination at the University of Texas at Austin, 1991-1992.
PUB DATE- Jul 93

NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- *College Credits; *College Students; Courses; Degree Requirements; *Eligibility; *Equivalency Tests; Higher Education; Program Evaluation; Scores; *Testing Programs; Test Results; Universities
IDENTIFIERS- College Board Achievement Tests; College Level Examination Program; *University of Texas Austin

The Measurement and Evaluation Center coordinates credit by examination at the University of Texas at Austin. Credit earned by examination is equivalent to credit earned by taking the course, but cannot be counted as credit earned in residence. To receive credit by examination, the student must also meet all other conditions of eligibility established by the university and its departments. This report presents results of the testing programs for the April 1991 through March 1992 testing year. In this year, eight colleges or schools participated in the credit-by-examination program. Evaluations of 26,618 test scores in 48 subject areas in 31 departments or divisions are recorded, representing tests taken by 11,387 participants. Of these students, 8,008 (70 percent) earned credit for at least 1 course. In addition to departmental examinations, the university administers tests developed by the College Board to award credit, the College-Level Examination Program (CLEP) Subject Examinations, the College Board Achievement Tests, and the College Board Advanced Placement (AP) Examinations. Test results in 18 subject areas are reported alphabetically, with results from all 48 subject areas, information on the impact of the examinations on the participating schools, and comparisons with results from previous years of the credit by examination program reported in 85 tables. Five figures illustrate test results. (SLD)

ED 362 416 SE 053 884

Struyk, Lydia Ruth; And Others
The Impact of a Calculator-Based Mathematics-Teaching In-Service Program for Elementary School Teachers.
PUB DATE- 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Behavior Change; *Calculators; Elementary Education; *Elementary School Teachers; Grade 3; Grade 4; *Inservice Teacher Education; Instructional Innovation; Lesson Plans; Mathematics Education; *Mathematics Instruction; Misconceptions; Program Descriptions; Program Evaluation; Student Attitudes; Teacher Behavior; Teacher Workshops; Teaching Methods
IDENTIFIERS- *Missouri

The National Council of Teachers of Mathematics encourages the use of calculators in the classroom as a teaching and learning tool, as well as a computational tool. This paper evaluates the impact on teachers' approaches to teaching mathematics and students' attitudes toward mathematics as the result of participation in an in-service program designed to help third and fourth-grade teachers incorporate calculators into their instruction. Forty-two teachers from 14 rural Missouri school districts were invited to participate in three 1-day workshops held in the 1991-92 school year. The teachers were taught to use Texas Instrument Explorer calculators, encouraged to explore numbers and number relationships with the calculators, and asked to design five higher-level lessons to utilize the calculator. Results of a questionnaire used to assess changes in the teachers' (n=29) instructional approaches indicated no significant differences materialized in the teachers' teaching approaches and teachers hold misconceptions about such concepts such as division by zero. Pretest and posttest analysis of the students' (n=412) attitudes toward mathematics indicated that students developed a more positive attitude on scales dealing with value of division, willingness to do division, enjoyment of division, calculator use, and overall perception of mathematics. (MDH)

ED 362 493 SP 034 749

Richardson, James A., Ed.; Hoadley, Michael, Ed.
The Proceedings of the Annual Meeting of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance (Omaha, NE, April 29-May 2, 1993). Abstracts.
PUB DATE- May 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Athletics; Dietetics; Elementary Secondary Education; Exercise; Higher Education; Motor Development; *Performance Factors; Physical Development; *Physical Education; Physical Education Teachers; *Physical Fitness; Safety; Substance Abuse
IDENTIFIERS- *AAHPERD

This publication, designed to communicate the history and research activities of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance, presents summaries of 20 papers. The papers focus on elementary physical education specialists; physical education instruction of classroom teachers; child care providers' knowledge of motor development and attitudes toward children with disabilities; effect of alcohol on reaction and movement times; predictors of bench press strength; verbal feedback; design features of outdoor golf practice facilities; perceived risk and use of abused substances; rural versus urban youth sports participation; wrestlers' eating behaviors; dietary effects during prolonged cycling; effect of isotonic and isokinetic training on leg size and strength; effect of ball color on hitting ability; heart rate assessment during swimming; prediction of cycling performance; physical fitness of Missouri highway patrolmen; relationship between maximal strength cord swim distance and swim performance; hand timing versus automatic timing; elementary physical education evaluation; child safety seats; aquatic safety; and effect of anaerobic exercise on total serum cholesterol. (JDD)

tabulated questionnaire. (Contains 25 references.) (LL)

ED 362 512 SP 034 785

Konting, M. M.
In Search of Good Practice: Learning from the Effective Teachers in Malaysia.
PUB DATE- Sep 93
NOTE- 15p.; Paper presented at the Annual Meeting of the British Educational Research Association (Liverpool, England, United Kingdom, September 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Classroom Research; Curriculum Development; Educational Innovation; *Educational Practices; Foreign Countries; *Inservice Teacher Education; Mathematics Teachers; Secondary Education; *Teacher Effectiveness; Teaching Methods; Teaching Styles; *Theory Practice Relationship
IDENTIFIERS- *Malaysia

Information about good practice in classroom teaching is needed to inform educational planners and practitioners of the development and improvement of curricula and teaching and as a resource for further curriculum reform. This paper, part of a study on teacher effectiveness, reports on classroom research in a Malaysian secondary school 4 years after the implementation of the Integrated Secondary School Curriculum (ISSC), a planned educational innovation. The practices of 16 secondary school mathematics teachers were identified as effective through systematic classroom observations. Findings indicate there exists little evidence, even from the practice of effective teachers themselves, to support the claims about the practices of effective teachers as prescribed by the ISSC, although retraining of teachers had taken place prior to implementation of the curriculum. Since teachers develop their own sustainable approach towards good practice, it was argued that effort had to be made to reduce the mismatch between what ought to be prescribed by the curriculum and what ought to be practiced by the teachers, particularly on how beliefs about good practices should be developed and then carried out effectively by the teachers in the classroom. (Contains 28 references.) (LL)

ED 362 570 TM 020 643

Murphy, Debra M.; Toomey, Fran
Learnership/Leadership Model: "Travelling into the 21st Century."
PUB DATE- Aug 93
NOTE- 31p.; Paper presented at the International Conference on Critical Thinking (13th, Rohnert Park, CA, August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Philosophy; Elementary Secondary Education; Futures (of Society); *Individual Development; Interaction; *Leadership; Leadership Training; *Learning; Learning Strategies; *Models; Organizational Change; Problem Solving; Vocational Education; *Workshops
IDENTIFIERS- *Learnership Leadership Model

An abstract is presented for an interactive workshop in which participants solve problems in groups to learn, practice, and integrate the Learnership/Leadership Model. Learning and leading are critical for future success in educational and industrial organizations as many have expressed, including, but not limited to, C. Argyris, W. Bennis, M. Senge, and Weisbord. The Learnership/Leadership Model is built on the concepts of development and interdependence. Development suggests that individuals can only change at their own pace, and organizations can only change as individuals change. Interdependence recognizes that success is dependent on a dialectic process between schools and workplaces, learning and leading. The Learnership/Leadership Model incorporates the contributions of both education and industry and integrates these contributions into a strategy for preparing today's students and workers to be tomorrow's learners and leaders. Four exhibits illustrate the concepts. (Contains 21 references.) (Author/SLD)

ED 362 436 SO 023 216

Riquier, Aline
The Cotton in Your T-Shirt. Young Discovery Library Series: 40.
PUB DATE- 93
NOTE- 41p.; Illustrations by Aline Riquier. Translation of "Coton qui nous habille" (translator: Vicki Bogard). Specialist adviser: Jean-Baptiste Roux. Illustrations will not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Childrens Literature; Elementary Education; Elementary School Students; Foreign Countries; Foreign Culture; Picture Books; *Reading Materials; Resource Materials; Social Studies; Young Children
IDENTIFIERS- *Cotton; Trade Books

This book is part of an international series developed as a collaboration among the author, the illustrator, an advisory group of elementary school teachers and an academic specialist on the subject. This book answers questions about the history, use, and methods of producing cotton. Among the questions the book answers are: How long have people been spinning and weaving cotton? How is cotton grown? How is the fiber made into yarn? How is the fabric dyed? The book illustrates both machine and hand production of cotton and cotton products. Varieties of cotton fabrics are noted, and an array of fiber-producing plants are described. Profuse colored illustrations include two maps showing cotton-producing regions around the world and in the United States. (DB)

ED 362 455 SO 023 402

Honig, Benson

Research Perspectives on African Education and the Informal Sector.

PUB DATE- 14 Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Apprenticeships; Developing Nations; Educational Theories; *Education Work Relationship; *Entrepreneurship; Foreign Countries; *Human Capital; Job Skills; Secondary Education; *Vocational Education
IDENTIFIERS- *Africa; *Informal Sector

This paper is concerned with the human capital theory of education as it is employed in designing, justifying, and funding African educational programs. According to this theory, where the most measurable and direct relationships between the world of work and that of school are purported to exist, those individuals who invest in education are thought to become more productive workers and earn higher incomes. Opportunities for employment in the "formal sector" are shrinking; self-employment provides the largest share of jobs. The "informal sector" is a loosely defined term that encompasses an ubiquitous heterogeneous phenomenon: it refers to the labor of small firms and individuals, often with minimal resources. It crosses gender and class backgrounds, and engages a wide variety of individuals with a highly diverse set of educational properties. Educational characteristics include (1) entrepreneurs, usually the best educated; (2) wage earning firm workers who undergo an informal apprenticeship; (3) independent workers engaged in areas like shoe, bicycle, and watch repair, who are difficult to train, often illiterate, and too poor to afford opportunity costs and transportation; and (4) casual workers such as domestics, gardeners, and construction laborers, most of whom are illiterate and learn skills only incidentally on the job. This fourth group is often the entry point, socializing young people into the working world. This document surveys the empirical data available and concludes that there is a considerable demand on the part of microentrepreneurs to learn specific aspects of their business and technical skills. The increasing levels of literacy in Africa may not aid in creating more efficient vocational education. Lack of monitoring and evaluation criteria has been a major weakness of vocational education in Africa. (DK)

ED 362 474 SP 034 676

Hummel, Thomas J.
A Research Simulation for Counselor Trainees.

PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Simulation; Computer Software; Efficiency; Elementary Secondary Education; Graduate Study; Higher Education; *Instructional Effectiveness; Professional Education; *Research Papers (Students); *Research Skills; *School Counselors; School Psychologists; Skill Development; *Student Research
IDENTIFIERS- University of Minnesota

The Counseling and Student Personnel Psychology program at the University of Minnesota sought to create a graduate-level research experience which would be both instructionally efficient and educationally effective. Important skills to be learned in doing research were identified, including the development of a research question, critical review of research related to the question, design of a research project, data analysis, presentation of results, and drawing appropriate conclusions. Data collection in itself was not felt to be a critical skill. A research simulation which included all critical components was developed. However, a flexible data source was needed which could tailor data to a student's unique research design. Using a data specification form, each student defined the population that would have been sampled had the research been carried out. The student then entered the form into the computer, and an artificial data set was generated by a computer program called "DataBook." Advantages of the simulation over a traditional research experience include: (1) students are required to focus on their variables in a very detailed manner; (2) the quality of statistical analysis is improved; (3) the simulation takes far less time than an actual research project; and (4) it simplifies taking a group of students through the experience together. Appendixes contain a student orientation handout, course syllabus, and a DataBook description and manual. (JDD)

ED 362 531 TM 020 529

Bates, John A.; And Others
Content-Knowledge Structure Differences among Middle School, High School, and College Life Science Teachers.
PUB DATE- Feb 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (16th, Clearwater Beach, FL, February 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Biological Sciences; *College Faculty; Course Content; Educational Attitudes; Higher Education; High Schools; *Knowledge Level; Middle Schools; Science Education; Science Instruction; *Science Teachers; Secondary Education; *Secondary School Teachers; Teacher Attitudes; *Teaching Methods; Test Construction
IDENTIFIERS- *Subject Content Knowledge; Teacher Surveys

As part of an ongoing study of the content knowledge, instructional beliefs, and instructional practices of middle school, high school, and college science teachers, the hypothesis that there are systematic differences across academic levels in these teachers' conceptual understanding of the same content-specific subjects was studied. Eight middle school, 10 high school, and 9 college professors have participated to date. An instrument has been developed with input from teachers to obtain information about commonly held teacher beliefs about science instruction, classroom practices, and student learning. Twelve science concepts were identified, representing three domains of the life science curriculum. Taken together, results indicate what may be fundamental differences across academic levels in life science teachers' understandings of concept meaning and interrelationship. These differences appear to exist largely independently of college coursework and teaching experience, and to include content that is common to all examined levels of life science instruction. To the extent that systematic and significant differences in science teachers' knowledge structures exist across academic levels, science students in transition from one level to the next are likely to experience confusion and frustration. One table lists categories of participants, mean number of college courses completed in six subjects, and years of teaching experience. (Contains 13 references.) (SLD)

ED 362 591 UD 029 511

Dei, George J. Sefa

(Re)Conceptualizing "Dropouts" from Narratives of Black High School Students in Ontario.

PUB DATE- Apr 93

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Black Students; Black Youth; *Dropouts; *Educational Experience; Elementary Secondary Education; Ethnic Groups; Foreign Countries; High Schools; *High School Students; Inner City; Interviews; Longitudinal Studies; Personal Narratives; *Public Schools; Racial Differences; Sex Differences; *Urban Youth

IDENTIFIERS- *Toronto Public Schools ON

The preliminary findings of an on-going 3-year study examining the experiences of black students in a Canadian public school system are discussed. The project has been using students' narratives of their experiences in an inner-city public school system to explore the influences of race/ethnicity, class, gender, power, and social structures on dropping out of high school. Interviews were conducted with over 100 students, including 22 dropouts. The target was to interview 40 black students from each of 4 high schools. The complex personal stories of black youth presented in the paper show how the dynamics of social difference shape the processes and experiences of public schooling for black youth. It is argued that our understanding of the school dropout dilemma must be grounded in the institutionalized policies and practices of exclusion and marginalization that organize public schooling and structure the off-school environment of some students. (Contains 34 references.) (SLD)

ED 362 611 UD 029 532

Hearing on H.R. 6: Reform Proposals for Chapter 1. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 25 Feb 93
NOTE- 216p.; Serial No. 103-15. For a related document, see TM 020 585.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; *Economically Disadvantaged; *Educational Legislation; Elementary School Students; Elementary Secondary Education; Federal Legislation; *Federal Programs; Hearings; *Limited English Speaking; Low Income Groups; Private Schools; *Program Improvement; Public Schools; Secondary School Students; Special Needs Students
IDENTIFIERS- Congress 103rd; *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; Reauthorization Legislation; Reform Efforts; Testimony

This report presents testimony and prepared statements from witnesses who addressed the reauthorization of the Elementary and Secondary Education Act and the reform of Chapter 1. The primary question addressed at these hearings concerns how Chapter 1 can be reformed to better integrate and serve the needs of limited English-proficient students. Testimony is presented from Alan Ginsburg, Acting Assistant Secretary for Policy and Planning of the U.S. Department of Education; David Hornbeck, Chairman of the Commission on Chapter 1; Ethel Lowry, President of the National Association of State Coordinators of Compensatory Education; Phyllis McClure, Chairman of the Independent Review Panel for the National Assessment of the Chapter 1 Program; and Iris Rotberg, Senior Social Scientist of the Rand Institute on Education and Training. Among those contributing prepared statements are Xavier Becerra, California U.S. House Representative; Sherry L. Kolby, Executive Director of the National Association of Private Schools for Exceptional Children; and Donald M. Stewart, President of The College

ED 362 417 SE 053 894

Sivertsen, Mary Lewis
Transforming Ideas for Teaching and Learning Science: A Guide for Elementary Science Education. State of the Art.
PUB DATE- Sep 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; *Constructivism (Learning); Educational Change; Elementary Education; *Elementary School Science; Family Involvement; Inquiry; *Inservice Teacher Education; *Science Curriculum; *Science Instruction; Science Teachers
IDENTIFIERS- *Hands on Science

A comprehensive reform of the science curriculum and the methods of teaching and assessing science instruction is underway. This booklet shares ideas drawn from research and promising practices in science education. These ideas are addressed specifically to educators, but are important to anybody concerned with science education in elementary, middle, and junior high schools. Each of the following topics is presented on a single page: (1) Science is for all students; (2) Setting science standards provides a valuable resource for improved instruction; (3) Students learn by "constructing" knowledge; (4) Hands-on, inquiry-based instruction is well established as an effective teaching strategy; (5) Exploration, dialogue, and discourse promote understanding; (6) Instruction should focus on the essential key concepts or ideas of science in the overfull science curriculum and on teaching them more effectively; (7) The teacher's role is changing to facilitate student learning, while the student becomes a more active learner; (8) Appropriate staff development brings lasting improvements in science teaching; (9) Assessment must be more closely aligned with the goals of science instruction; and (10) Families and other concerned adults play important roles in promoting science education. (Contains 22 references.) (PR)

ED 362 513 SP 034 786

Swann, Joanna; And Others
A Framework for Analysing Teachers' Accounts of Pupils and Teaching.
PUB DATE- Sep 93
NOTE- 34p.; Paper presented at the Annual Meeting of the British Educational Research Association (Liverpool, England, United Kingdom, September 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Data Analysis; Data Collection; *Educational Research; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; *Instruction; *Learning; *Research Administration; Research Design; Research Methodology; Secondary School Teachers; *Teacher Attitudes; Teacher Student Relationship

IDENTIFIERS- Scotland

The study described in this paper is built on previous research, and applies, tests, and develops an analytic framework to examine teachers' thinking about teaching and learning across subject areas--specifically, contrasts between approaches to mathematics and environmental studies or science. The Teachers' Thinking about Teaching and Learning (TTTL) project responds to two distinct but related problems formulated in the context of a changing curriculum: (1) What do teachers think about their own teaching and pupils' learning? and (2) How can more be learned about teachers' thinking with respect to teaching and learning? Pre- and post-lesson interviews were conducted with elementary and secondary school teachers (N=21); a series of four lessons in one curriculum area were observed; and a few weeks later a follow-up interview was conducted. The teachers selected for this research were working with children at P2 (6-7 years), P4 (8-9 years), P7 (11-12 years), and S2 (13-14 years). This approach to data collection generated a larger number of loosely structured and varied teacher accounts of teaching and pupils. The bulk of the paper analyzes the transcripts of the accounts. Appendixes provide the research questions, edited transcripts from a post-lesson interview with a P2 teacher after math and environmental studies sessions, and ideas used by the P2 teacher in evaluating the lessons. (LL)

ED 362 551   TM 020 585

Hearing on H.R. 6: Assessment. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session.
PUB DATE- 18 Feb 93
NOTE- 62p.; Serial No. 103-2.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; *Compensatory Education; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Federal Programs; Hearings; Learning; Models; *National Competency Tests; National Surveys; Research Methodology; State Programs; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- Congress 103rd; *Education Consolidation Improvement Act Chapter 1; Performance Based Evaluation; Proposed Legislation

At one of a series of hearings on H.R. 6, the Elementary and Secondary Education Amendments of 1993, several experts discussed issues related to national assessment, assessment in Chapter 1, and state efforts to develop new forms of assessment. Eleanor Chelimsky, Assistant Comptroller General for Program Evaluation and Methodology of the General Accounting Office reports that respondents to a national survey of educators do not favor a national test for accountability purposes, and that many have reservations about the use of national examinations. Richard Mills, Commissioner of Education for Vermont, also discussed a national system of examinations and reviewed some assessment developments in the Vermont state program. Thomas A. Romberg, Director of the National Center for Research in Mathematical Sciences Education, indicates that a new assessment paradigm centered on children's learning is needed for Chapter 1 assessment and for all students. Sylvia T. Johnson, professor of statistics and research methodology at Howard University (Washington, D.C.), spoke about testing issues in relation to the proposed national assessment. Prepared statements of each of these witnesses and Lynn C. Woolsey, a Representative in Congress from California, follow the remarks. (SLD)

ED 362 571 TM 020 644

Toomey, Fran

Community-Centered Learning: A Model for Creating a Thinking Community.

PUB DATE- Aug 93

NOTE- 22p.; Paper presented at the Annual Meeting of the International Conference on Critical Thinking and Educational Reform for the 21st Century (Rohnert Park, CA, August 1-4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Classroom Techniques; College Faculty; Community Characteristics; Community Development; Graduate Students; Higher Education; *Learning; Models; Problem Solving; *Rewards; *Teaching Methods; *Thinking Skills; Undergraduate Students

IDENTIFIERS- *Academic Community; *Community Centered Learning

The development of Community-Centered Learning (CCL), an approach to using the classroom as a community, is described, with the writer's experiences in using the model in three classes over a semester. A community is regarded as a group of people who share common goals and traditions, who realize their interdependence, and who strive to care for one another. In CCL the dimensions that structure the organization and operation of the classroom community are roles, rules, and rewards. The roles described by R. von Oech are expanded to result in classroom roles of conductor, explorer, artist, judge, and crusader. Rules for CCL are built on dialogue, problem solving, and practice. Rewards in CCL are those of the student's own recognition of achievement and growth. The application of the model in the writer's sophomore, junior, and graduate classrooms is described; and the difficulties are explored. One figure and five tables illustrate the model. (Contains 31 references.) (SLD)

ED 362 437 SO 023 217

The World in Bexley...Instructional Units Incorporating International Education.

PUB DATE- Oct 91
NOTE- 68p.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Global Approach; *Instructional Materials; *International Education; Social Studies; Teacher Developed Materials; *Units of Study
IDENTIFIERS- *Bexley City Schools OH; Global Education

This publication contains sample instructional units that were developed by staff members of the Bexley, Ohio City School District at an international education institute. The 33 units began with the regular curriculum of the district, and sought to integrate aspects of international education in such a way as to enhance the learning experience. The units are arranged roughly by grade level. Examples of the units are: "Contributors to Space Technology from Around the World" (Grade 3); "Stress and Emotions" (Grade 4); "Symbolism: Design through Ukrainian Pysanky Eggs" (Grade 5); and "Three Mile Island and Chernobyl: Asking the Right Questions" (Grade 9-12). Each unit identifies the instructional component, related curriculum areas, objective/critical attributes, the grade level, time allotment, materials, procedures, and evaluation/student response. Some units also include trade book resources. (DB)

ED 362 475 SP 034 677

Munby, Hugh; Russell, Tom

The Authority of Experience in Learning To Teach: Messages from a Physics Methods Class.

PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Expectation; Experiential Learning; Foreign Countries; Higher Education; *Methods Courses; Observation; *Personal Autonomy; Physics; Preservice Teacher Education; Science Instruction; Secondary Education; Student Attitudes; *Student Experience; Student Teachers; *Student Teaching; *Teaching Experience; Undergraduate Study
IDENTIFIERS- *Authority; Queens University of Kingston (Canada)

This paper develops the idea of "the authority of experience" to explain the unease about teacher education represented in comments of 19 graduate students enrolled in a preservice physics education methods course which combined on-campus classes and teaching placements. Interviews with the student teachers after the first half of the year-long course are organized under four themes: expectations about learning to teach, observation skills, the credibility of a professor who teaches every day, and overall perspectives on teacher education. The study found that teacher education is a transition from being under authority to being in authority, and this is an uneasy transition: some students wished to be told what to do when they assume authority, and some did not; some students saw no point to classes that did not speak directly to what to do as teachers, and others found such discussions appealing; some found the professor to be authoritative because he was also teaching secondary school physics, while others found his colleagues no less credible for other reasons. The paper recommends that the authority of experience be brought to the surface so that it is not ignored by students. This can be accomplished through metaphor, life histories, narrative, and journals. (Contains 18 references.) (JDD)

ED 362 494 SP 034 751

Ellis, Edwin S.; And Others
Evaluation of Multiple Ability (K-6) Beginning Teacher Competencies. For Class B Certification in Elementary Education, Early Childhood Education, and Mild Disabilities.
PUB DATE- Aug 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Competence; *Competency Based Teacher Education; Elementary Education; Elementary School Teachers; Higher Education; *Mainstreaming; *Mild Disabilities; *Preservice Teacher Education; Special Education; *Student Educational Objectives; Teacher Certification; *Teacher Education Curriculum

Elementary teachers should possess the full range of competencies necessary to meet the needs of students with and without disabilities. Elementary educators should thus be eligible for certification in Elementary Education, Early Childhood Education, and Special Education (Mild Disabilities). This study created a list of competencies that is sufficiently encompassing for preparing teachers for this certification yet minimally redundant. The list was developed using three primary data sources: master teachers' perceptions of essential competencies, university course objectives, and empirical research. These competencies were then assimilated to produce a final master list. A teacher education program incorporating these competencies is presented, involving a 78-hour sequence of interrelated education courses in five semesters. An appendix lists the teacher competencies for a K-6 multiple ability program. The competencies address the following areas: (1) professionalism (teaching as a profession, the nature of schools, and the teacher as a professional); (2) the learner (human growth and development, diversity, family/parental influences, and evaluation of learner characteristics and factors affecting the learner); (3) communication and collaboration (basic communicative competence, interacting with professionals, developing educational plans, and interacting with parents); and (4) facilitating learning (assessment of instruction, evaluation of programs, instructional design and delivery, content areas, behavior management, and classroom management). (JDD)

ED 362 592 UD 029 512

Brown, William C.
Enhancing and Enlarging the Pool of Black Teachers. Final Report of the FIPSE Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 15 Apr 91
NOTE- 161p.
LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Teachers; *Curriculum Development; Education Majors; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; Interviews; Models; Preservice Teacher Education; Program Implementation; *Public School Teachers; Secondary School Teachers; Teacher Certification; *Teacher Recruitment; Teacher Supply and Demand; *Workshops

This project was designed to enhance and enlarge the pool of black teachers and to demonstrate the extent to which this intervention model could be effective in achieving this goal. The major activities of the project consisted of a series of faculty development workshops designed to hone faculty skills in test item analysis and construction, and curriculum and instruction improvement; and in the development of a comprehensive 5-year plan to guide efforts to strengthen the undergraduate education of education majors. Since the implementation of all components of the project was completed in December, 1990, the full impact of the project cannot be definitely measured at this time. Nevertheless, some positive outcomes are recognizable. For instance, limited quantitative data show an increase of 5 to 9 percent in the number of students applying for admission to teacher education in the participating institutions, as well as similar increases in the number of students admitted, enrolled, graduated, and certified to teach. Additionally, some of the improvements made in the areas of curriculum and instruction have been institutionalized, and some of the materials developed would, no doubt, be useful to interested institutions. It is significant to note also that this model of intervention is easily replicated. Seven appendixes provide outlines for program and curriculum development and the strategic plan of Dillard University (New Orleans, Louisiana). (Author/SLD)

ED 362 456 SO 023 403

Paulston, Rolland G.
Mapping Knowledge Perspectives in Studies of Educational Change.
PUB DATE- Aug 93
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Educational Change; *Educational Philosophy; Educational Research; *Educational Theories; *Textbook Content; *Textbook Research
IDENTIFIERS- *Knowledge Maps

This document argues for the utility of mapping knowledge perspectives as a kind of cognitive art, or play of figuration to help orient educators to knowledge communities and their cultural codes, and to reinscribe modernist vocabularies into post-modern ways of seeing and representing educational change knowledge. A perspectivist approach is used to examine educational change discourse in comparative and international education texts since the 1950s. Diverse ways of seeing, discovered using textual exegesis, may be mapped at macro and meso levels of social reality. Present discourse communities that are discussed include: (1) functionalist, neofunctionalist; (2) radical functionalist, neo-marxist; (3) radical humanist, critical theory; and (4) humanist, interpretevist. The research presents post-modern cognitive maps that reinscribe and structure ways of seeing social and educational phenomena embedded in the semiotic space of literary texts and the intertextual space of educational practice. In one map, paradigms and theories in the field of comparative education have been identified with the use of textual analysis and are presented in topological fashion in a meta-discourse field with four paradigmatic nodes and four theory basins. Textual dispositions regarding social and educational change and characterization of reality are the coordinates used to form the textual orientations in the field. The study uses discourse analysis and phenomenographic methods to examine the weave of discourses and practices about educational change in education texts over time as historically locatable assemblages of cultural codes and practices. Three major orientations to knowledge are identified as orthodox, heterodox, and emerging heterogeneous. (DK)

ED 362 532 TM 020 535

Payne, Oscar L.

A Comparison of Majority and Minority Students on Variables of an Educational Productivity Model.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Variance; *Black Students; Comparative Testing; Curriculum Development; Educational Media; Educational Quality; Ethnicity; Family Environment; High Schools; *High School Students; Hispanic Americans; Likert Scales; Peer Relationship; Predictor Variables; *Productivity; *Sex Differences; *Student Motivation; Time on Task; *White Students

IDENTIFIERS- *Hispanic American Students; Psychological Productivity Model

Two ethnic groups of students, majority and minority, were compared on variables of a Psychological Productivity Model. Black and Hispanic students were grouped as minorities, and White students were considered majority students. Participants were 120 high school students from an urban high school in the Southwest. The Psychological Productivity Model entailed seven variables (home, social environment, time on task, motivation, quality of instruction, peer group, and media). Sex differences on the variables were also examined. Descriptive statistics and seven separate two-way analyses of variance were performed on the data. The variables Ethnicity and Sex both showed significant main effects on the variable Motivation, favoring the majority ethnic group and males, respectively. The results, however, fail to reveal any significant interactions. No significant main effects for the variables Ethnicity and Sex were found on the remaining six dependent variables. The results of the study reflect the need for further and more intensive, in-depth research on ethnic and sex differences on motivation. Results have implications for curriculum design. Five tables present study findings. (Contains 24 references.) (SLD)

ED 362 552 TM 020 586

Westers, Paul; Kelderman, Henk
Generalizations of the Solution-Error Response-Error Model.
Project Psychometric Aspects of Item Banking No. 54. Research Report 93-1.

PUB DATE- Apr 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equations (Mathematics); *Estimation (Mathematics); Foreign Countries; Generalization; *Goodness of Fit; *Item Response Theory; *Mathematical Models; Pathology
IDENTIFIERS- *Latent Class Models; Multidimensionality (Tests); Polytomous Scoring; *Solution Error Response Error Model

In the last decade, several attempts have been made to relate item response theory (IRT) models to latent class analysis (LCA) models. One of these attempts is the solution-error response-error (SERS) model, an LCA model in which the structure of the latent class probabilities is explained by a one-dimensional loglinear Rasch model. In this paper, the SERE model is generalized to models for polytomously scored latent states that may be explained by a multidimensional latent space. In this generalized SERE model a distinction is made between some well-defined latent states in which the subject has a certain amount of knowledge of the answer. The probability that the subject is in a certain state is assumed to be governed by the multidimensional polytomous latent trait model. The relationship between the latent states and the observed answers is described by conditional probabilities. Two appendixes present items from a clinical pathology test and a proof of the collapsed generalized SERE model. Five tables and four figures illustrate the discussion. (Contains 38 references.) (SLD)

Board. (GLR)

ED 362 612 UD 029 533

Turnbull, Brenda J.; And Others
State Administration of the Amended Chapter 1 Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Aug 90
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; Educational Cooperation; *Educational Improvement; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Federal Programs; Low Income Groups; Outcomes of Education; Parent Participation; Participative Decision Making; *Program Administration; *State Departments of Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988

This report presents survey data, as of early 1990, on administration of the Hawkins-Stafford Amendments of the Elementary and Secondary School Act and on the continuing functions of state education agencies (SEAs), such as application review and monitoring. The Hawkins-Stafford amendments are designed to mandate accountability for student outcomes, create or strengthen mechanisms for involving local practitioners in state-level decisions, involve parents in the educational program, and require stronger coordination between Chapter 1 and other instruction. Results of surveys of 53 SEAs and site visits to 5 SEAs show that, while Chapter 1 services are perceived as necessary parts of the law, the amendments' provisions are being perceived as low priority items that involve a high level of burden in implementation; little change relative to the provisions is noted. The report provides background information relative to the development, goals, and methods of the study; what was found in terms of the early effects of the provisions for program improvement; how SEAs have handled other new provisions; and the SEAs' administrative responsibilities. Overall, the SEAs are taking a cautious stance in implementing the new provisions: most SEAs have not required a standard higher than zero normal curve equivalents identifying schools needing improvement; and most have been slow to disburse their grants for program improvement. Includes 37 tables. (GLR)

ED 362 418 SE 053 903

Recycling Study Guide Resource Packet .
PUB DATE- 90
NOTE- 122p.; For related document for younger students, see SE 053 872.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Ecology; Educational Games; Elementary Secondary Education; *Environmental Education; Handicrafts; *Learning Activities; Outdoor Activities; *Recycling; *Solid Wastes; Study Guides; Tables (Data); Tests; Waste Disposal; Worksheets
IDENTIFIERS- *Wisconsin

This resource packet contains six documents developed by the Wisconsin Department of Natural Resources in order to help teachers infuse the environmental education topics of recycling and solid waste into social studies, art, English, health, mathematics, science, and environmental education classes. "Recycling Study Guide" contains 19 activities to help students in grades 4-12 understand where solid waste comes from, why it is a problem, and what can be done about it. "K-3 Supplement to the Recycling Study Guide" contains 11 activities for primary school students concerning recycling and solid waste, a glossary of terms, and a home recycling survey. "Nature's Recyclers Activity Guide" contains 19 class and home activities, games, crafts, songs, and skits to help teach people about natural recycling cycles in nature and the role people can play in recycling natural resources. "The Fourth 'R': An Action Booklet for Recycling in the Classroom and School" provides classroom, school, and community activities that enable students to practice recycling, reducing, and reusing to reinforce positive behaviors for dealing with waste. "Recycling: Facts and Figures" reports data from 1990 US Statistics concerning the volume of solid waste per person in Wisconsin, energy savings through recycling, trash trivia, and recycling codes for plastics. "Recycling Games and Quizzes" presents an assortment of word games, and matching and multiple choice tests about solid waste. (MDH)

ED 362 438 SO 023 230

Dean, Kenda Creasy; Yost, Paul R.

A Synthesis of the Research on, and a Descriptive Overview of Protestant, Catholic, and Jewish Religious Youth Programs in the United States.

SPONS. AGENCY- Carnegie Council on Adolescent Development, Washington, DC.

PUB DATE- Feb 91

NOTE- 169p.; Commissioned for the Carnegie Council on Adolescent Development's Task Force on Youth Development and Community Programs.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Christianity; Comparative Analysis; Educational Change; Elementary Secondary Education; *Judaism; Leadership Training; *Program Evaluation; *Religious Education; *Student Development; *Youth Programs

This document combines the findings of two projects for the purpose of making some overall observations about the state of religious youth work in the United States. The first project was a review of the literature on such programs. Research on the topic is rare, while a vast body of indirectly related research spans many disciplines and empirical as well as theoretical vantage points. The second project set out to describe the current landscape of Protestant, Roman Catholic, and Jewish youth programs in the country. From the research it became apparent that: (1) religiosity seems to offer at least a degree of protection to youth against at-risk behavior; (2) current models of religious work do not reflect religious educators' concern for adolescents' integration into the total religious community; (3) religious youth programs now serve the young in more ways than ever, while fewer youths participate; (4) Protestant, Catholic, and Jewish youth programs have similar goals, assumptions, delivery systems, and educational processes; (5) no one knows how many youths are served by religious youth programs; (6) four out of five adult leaders of religious youth programs are volunteers; and (7) religious youth programs tend not to be accountable to anyone beyond local parent organizations. The groups, however, tend to share committed leadership, youth empowerment, cohesive national structures, a relationship intensive process, and other directedness. A 203-item reference list is attached. (SG)

ED 362 572 TM 020 646

Shaffer, Earl R.
Tests and Measurements. Resource Guide #1.
PUB DATE- May 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Measurement Techniques; Psychological Testing; *Selection; Student Evaluation; *Test Use
IDENTIFIERS- *Mental Measurements Yearbook; *Unpublished Materials

This annotated bibliography lists works pertaining to tests and measurement. Three guides to commercially published tests are described briefly as follows: (1) the "Mental Measurements Yearbooks" published by the Buros Institute of Mental Measurements; (2) "Tests: A Comprehensive Reference for Assessments in Psychology, Education, and Business" by Richard C. Sweetland; and (3) "Test Critiques" by Richard C. Keyser. Eleven other sources on published tests are listed. A second section covers unpublished tests, listing eight sources and describing use of the Educational Testing Service Test Collection and the ERIC systems. (SLD)

ED 362 476 SP 034 682

Teaching of Languages Other Than English (LOTE): Implications for Teacher Education and Teacher Registration. Conference Proceedings (Brisbane, Queensland, Australia, November 8, 1991).
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Higher Education; *Language Teachers; Program Development; Quality Control; *Second Language Instruction; Teacher Certification; *Teacher Competencies; Teacher Education Programs; *Teacher Evaluation; *Teacher Qualifications; Teacher Recruitment; *Teaching Skills
IDENTIFIERS- Australia

The purpose of the workshop conference reported in this publication was to provide: recommendations on developments in preservice teacher education and professional development for teachers of languages other than English (LOTE), advice to the Board of Teacher Registration and universities on issues related to the preparation and registration of LOTE teachers, and a forum for discussion on the nature and content of a minimum skills package for LOTE teachers which would set levels of language proficiency and assure competence in current teaching methods. The conference was opened by Robin Sullivan, Director of Studies in the Queensland Department of Education, who emphasized the need to ensure adequate preparation and inservice education for LOTE teachers. Presentations by three keynote speakers followed: "Lote in Australia: A Personal Perspective" (Barry Leal); "Planning for a Minimum Skills 'Package'" (Nancy Viviani); and "Specifying and Assessing Skills for Language Teachers" (David Ingram). Other presentations included "LOTE Minimum Skills 'Package'" (Laura Commins and Penny Mackay); and "Teachers' Reactions to the Notion of a LOTE Minimum Skills 'Package'" (Val Staermose). A report of workshop group discussions and recommendations regarding a LOTE minimum skills and assessment are included. Appendixes contain references to three conference background readings and lists of the conference subcommittee members and conference participants. (LL)

ED 362 495 SP 034 752

Hawley, Willis D.; Evertson, Carolyn M.
Re-Visioning Teacher Education in Pennsylvania.
PUB DATE- Aug 93
NOTE- 141p.; A policy study prepared for The Pennsylvania Academy for the Profession of Teaching.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; Higher Education; *Policy Formation; Preservice Teacher Education; Program Design; Program Evaluation; *Program Improvement; Schools of Education; *Teacher Education Programs; *Teacher Effectiveness; Trend Analysis
IDENTIFIERS- *Pennsylvania; *Reform Efforts

This paper deals with the need to redefine and comprehensively restructure teacher education programs, emphasizing what teachers can best learn, in what contexts, and at what stages of their cognitive and social development as professionals. The report is organized into 5 parts: Part 1 concentrates on what schools should do that they are not doing, or not doing well enough, and why the education of teachers is essential to improve what and how children learn. Part 2 examines several trends in school reform. Part 3 provides an overview of the fundamental problems with current goals and roles of schools of education. Part 4 identifies and evaluates current proposals for improving conventional approaches to teacher preparation. Part 5 proposes a set of policies and practices for educating teachers which could increase the effectiveness of teachers as well as their capacity and motivation to continually increase their effectiveness. Conclusions reached in the report are based on an analysis of several hundred empirical research studies. Appendixes provide a scenario of what the teacher preparation internship in Pennsylvania might look like and a proposed experimental program for supporting the professional development of beginning teachers and their mentors. (Contains approximately 150 references.) (LL)

ED 362 514 SP 034 788

Borich, Gary D.
Clearly Outstanding: Making Each Day Count in Your Classroom.
PUB DATE- 93
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affective Behavior; *Affective Objectives; *Beginning Teachers; Classroom Environment; Elementary School Teachers; Elementary Secondary Education; *Individual Development; Professional Development; Secondary School Teachers; *Self Actualization; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- *Preservice Teachers

This self-development guide for the preservice or beginning classroom teacher focuses on professional and personal growth in the context of the classroom and concentrates on teachers' affective side, a perspective or component of teaching that is not often addressed in the preparation of teachers. The volume begins with a discussion of the emotions and feelings of a young child at play--a mental state capable of surpassing one's own expectations, circumventing limitations, and turning challenge into opportunity--a mental state increasingly lost in the adult world. Throughout the book, the child's playfulness, quiet mind, focus of attention, feelings, and vulnerability are addressed to point out the importance of those same characteristics in effective teaching. Other topics covered in the volume include the status of education in America today; how professional growth can become a mechanism for living and prospering in today's classrooms; portraits of three teachers at different stages of professional growth; learning to break the bonds of self-imposed limitations; how teachers move from a concern for self to focus on their impact on students; techniques for teaching in today's heterogeneous and culturally diverse classrooms; how effective teachers shift the focus from me to we--the importance of collegiality; and an exploration of the inner world of feelings from which all innovation comes. (Approximately 30 references.) (LL)

ED 362 593 UD 029 513

Miller, John W., Ed.
Students at Risk: Pitfalls and Promising Plans.
PUB DATE- 93
NOTE- 226p.; Papers from the Annual Conference on Students At Risk (3rd, Savannah, GA, March 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Dropout Prevention; Early Childhood Education; *Early Intervention; *Educational Improvement; Educational Quality; Educational Technology; Elementary Secondary Education; Higher Education; *High Risk Students; Inner City; *Intervention; *Social Services; *Urban Schools

Twenty-four papers are presented, which describe intervention programs and research reports and highlight the efforts of educators across the country to improve the education of at-risk students. Methods of providing quality educational experiences are profiled that range from a program for young children in Illinois to middle level education students in Arizona, to high school enrichment programs in Colorado, inner-city programs in New York, and college programs in Ohio. Topics include dropout prevention, college support programs, broad range social services, technology applications, student goal setting, and dealing with addictive behaviors. The articles are grouped into the following categories: (1) preschool and elementary school students (early intervention); (2) middle school and beginning high school students (emergent approaches); (3) high school students (new alternatives); (4) college students (different pathways); and (5) multi-age, multi-level programs (full range community services). (Contains 186 references.) (SLD)

ED 362 457 SO 023 405

Reeve, James K.
The Art of Showing Art. Revised and Updated.
PUB DATE- 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Aesthetic Values; *Art; *Art Appreciation; *Art Products; Display Aids; *Exhibits; *Nonverbal Communication

This book focuses attention on the art objects collections and how to display them. Designing the effective placement of objects is an easily learned art. Starting with the basics, the book takes the reader step by step through a systematic method, to solutions for display problems. The first chapter covers basic concepts of display including composition, compositional direction, subject matter, impact interest, visual weight, color, and visual mass and spacing. The second chapter deals with protecting art through the proper framing, matting, acid free paper, acid free mats, foxing, light, and other hazards. The third chapter discusses what to put where. Concepts discussed are group arrangements, the advantages of eye level, multiple hanging, and creating a mood, among others. Chapter four is titled "Installing Your Art." Such basic matters as necessary tools, hanging wires, framing, and lighting are explained. The next two chapter's five and six, address questions of keeping records, appraisals, handling, and storage of art. The final two chapters contain specific information for galleries and collectors. The seventh chapter for galleries includes space allotment, commercial exhibition, and arrangement. The final chapter for collectors discusses art as an investment, buying at auction, and dealer guarantees. A glossary of terms, a selected bibliography, and list of services and products are included. (DK)

ED 362 533 TM 020 539

Staik, Irene M.; Rogers, Julia S.

Involving Undergraduate Students in Educational Research: Achieving Two Goals at Once.

PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Computer Uses in Education; Data Analysis; *Educational Objectives; *Educational Researchers; Higher Education; Liberal Arts; Psychology; Research Methodology; Research Reports; Research Universities; *Student Participation; *Undergraduate Students
IDENTIFIERS- *University of Montevallo AL

In a relatively small, predominantly undergraduate university, it is often hard to find the time and resources to conduct educational research. One small liberal arts college, the University of Montevallo (Alabama), has addressed this problem by involving undergraduate psychology majors in collaboration in educational research with faculty. It is necessary to build into the students a realization of the necessity of involving themselves in research projects, particularly if the students are bound for graduate school. Because students usually have limited experience, it is essential that research ideas produce data that can be rather easily analyzed and portrayed. The personal computer and word processor can be used in the analysis of qualitative and quantitative data. The undergraduate student involved in research must learn to write the research in an appropriate style with appropriate referencing. Faculty members model research and writing techniques for students to copy. Because the psychology faculty of the University of Montevallo focuses on preparing students for graduate school and the professional world, they consider the time and energy spent on encouraging student participation as time well spent. The experience may be enriching for the faculty member as well as the students. (Contains 26 references.) (SLD)

ED 362 553 TM 020 590

Adams, Raymond J.; Khoo, Siek-Toon
Quest: The Interactive Test Analysis System.
PUB DATE- 93
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Assisted Testing; *Computer Software; Estimation (Mathematics); Foreign Countries; *Interaction; *Item Response Theory; Likert Scales; Multiple Choice Tests; Questionnaires; Scoring; *Test Interpretation; Test Reliability
IDENTIFIERS- *Quest Computer Program; Rasch Model; User Guides

The Quest program offers a comprehensive test and questionnaire analysis environment by providing a data analyst (a computer program) with access to the most recent developments in Rasch measurement theory, as well as a range of traditional analysis procedures. This manual helps the user use Quest to construct and validate variables based on dichotomous and polytomous observations. Quest includes an easy-to-use control language with flexible and informative output. It can score and analyze such instruments as multiple-choice tests, Likert-type rating scales, short answer items, and partial credit items. The Rasch analysis provides item estimates, case estimates, and fit statistics, results of which can be accessed through a variety of tables and maps. Additional analyses report counts, percentages, and point-biserials for each possible response to each item. A variety of reliability indices is also available. Quest can run in batch mode, interactive mode, or a combination. Special features are described, and a licensing agreement is included for those who intend to use the software. Sixteen figures illustrate program use. (Contains 12 references.) (SLD)

ED 362 573 TM 020 647

Fitch, Sandy
Outcome Based Alternative Assessment. Project SEED.
PUB DATE- Jul 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Communication Skills; Creativity; Critical Thinking; Educational Assessment; Educational Technology; High Schools; *High School Students; Instructional Materials; *Job Skills; Resource Materials; Student Evaluation; *Teaching Methods; Technological Advancement
IDENTIFIERS- *Alternative Assessment; *Outcome Based Education

The outcome-based alternative assessment used in a two-semester Technology Communication Skills class is described. It provides an alternative activity for final examinations and is a way for students to express creativity and exercise critical thinking skills. Participants in the class are students in grades 9 through 12 (65 in this instance). Each participant independently defines and creates a business and its documents, such as spreadsheets, job descriptions, letters, and memos. Students are evaluated on their innovations and creativity as well as their abilities to use skills that match the needs of the area's actual businesses. In the example class, approximately 5 percent of the students received a marginally passing grade or failed, in contrast with the usual 25 percent in traditional midterm testing. Resources and teaching tips are discussed. The assessment project provides flexibility and options for a broad spectrum of learners while providing entry-level job skills. (SLD)

ED 362 613 UD 029 534

Chapter 1 in Public Schools. The Chapter 1 Implementation Study. Final Report.
SPONS. AGENCY- Department of Education, Washington, D.C. Office of Planning, Budget, and Evaluation.
PUB DATE- 93
NOTE- 308p.; For "The Chapter 1 Implementation Study Interim Report," see ED 351 420.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; *Economically Disadvantaged; Educational Change; *Educational Legislation; Elementary Secondary Education; *Federal Programs; Parent Participation; Poverty; *Program Implementation; Public Schools; Staff Development; Urban Schools; Urban Youth
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

This volume summarizes the third year of the 3-year Study of Chapter 1 Implementation and addresses how schools have responded to the changes in Chapter 1 created by the Hawkins-Stafford Amendments of 1988. Results are summarized of nationally representative surveys, collected during 1991-92 and the third year of Hawkins-Stafford implementation, of principals, regular classroom teachers, and Chapter 1 teacher/aides in 1,000 Chapter 1 schools. A major finding of the study and a theme throughout the report is the fundamental difference between the highest-poverty elementary schools (at least 75 percent poverty) and the lowest-poverty elementary schools (less than 35 percent poverty). Eight chapters focus on the following topics: (1) characteristics of Chapter 1 schools; (2) Chapter 1 program operations; (3) Chapter 1 instruction and classroom activities that Chapter 1 students reportedly miss while they receive Chapter 1 instruction; (4) coordination of Chapter 1 with regular classroom activities and availability and uses of testing information on Chapter 1 students; (5) schools' efforts to heighten parent involvement and principals' assessment of parental involvement in education and schooling; (6) educational backgrounds of Chapter 1 staff and classroom teachers; (7) staff development; and (8) school reform and improvement. Five appendices provide samples of survey instruments used, study methodology, and backup tables. A three-page "analysis and highlights" of this report published separately is attached. Contains 69 exhibits. (GLR)

ED 362 419 SE 053 929

Investigating Your Environment--Intermountain Region.

PUB DATE- 93
NOTE- 627p.
LANGUAGE- English
EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Discovery Learning; *Environmental Education; Forestry; Geology; *Integrated Activities; *Investigations; *Learning Activities; Measurement; Natural Resources; Plants (Botany); Secondary Education; Simulation; Soil Conservation; Urban Areas; Water Quality; Water Resources; Wildlife
IDENTIFIERS- Deserts; *Environmental Issues; Ponds; Wilderness

This resource notebook contains over 100 activities in which students investigate different aspects of the environment. The activities are presented in 21 sections covering the following environmental topics and issues: (1) soil; (2) water; (3) forests; (4) plant relationships; (5) wildlife; (6)measurement; (7) urban communities; (8) deserts; (9) dunes; (10) ponds; (11) rangelands; (12) riparian zones; (13) wilderness areas; (14) planning an environmental study area; (15) investigating an environmental issue; (16) land use simulations; (17) school yard activities; (18) natural resources in an urban environment; (19) developing environmental investigations; (20) interpreting your environment; and (21) geological history. Each section contains an introduction to the topic, a list of the activities, approximate time required for each activity, suggestions on how to coordinate the activities, suggestions for relating the activities to different curriculum areas, and procedures for doing the activity. Reproducible worksheets accompany many of the activities. (MDH)

ED 362 439 SO 023 231

Nicholson, Heather Johnston; And Others
Gender Issues in Youth Development Programs.
PUB DATE- Feb 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescent Development; Adolescents; Ethnic Discrimination; *Females; *Males; *Racial Discrimination; Racial Segregation; Recreational Activities; *Sex Bias; *Sex Differences; *Youth Clubs; *Youth Programs

This document discusses the question of gender in youth development programs, those structured activities and opportunities sponsored by organizations other than schools and offered outside of school hours. Many of these organizations offer programs for people of all ages but the clear focus of this paper is early adolescence, about ages 10 to 15. The discussion is organized by several questions and assumes that planners of youth development programs are interested both in promoting what helps early adolescents to develop into self assured individuals who contribute to the society and in assuring that this process benefits all the potential young participant whatever their sex, color, nationality, culture or income. The questions are: (1) How similar or different are girls and boys at early adolescence? (2) How have issues of gender been addressed in youth organizations, past and present? (3) What gender issues affect the informal education and enrichment offered by youth development programs? (4) What are the implications of the current understanding of the effects of gender for planners of youth development programs? (5) What difference does it make whether youth development programs are offered in mixed-sex or single-sex settings? and (6) What are the priorities for research in understanding the significance of gender in youth development programs? Because people tend to treat youth as an undifferentiated, often middle class white male, mass, much more research is needed on the interaction of racial, ethnic, economic background and community variables with age and gender among early adolescents. (DK)

ED 362 496 SP 034 753

Betancourt-Smith, Maria

Accomodative Strategies for Mainstreamed LD Students: High School Teachers' Perceptions of Reasonableness and Use.

PUB DATE- Jan 92

NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Adaptive Behavior (of Disabled); Adjustment (to Environment; High Schools; High School Students; *Learning Disabilities; *Mainstreaming; *Regular and Special Education Relationship; Resource Allocation; *Secondary School Teachers; *Teacher Attitudes; Teacher Behavior

IDENTIFIERS- Education for All Handicapped Children Act; *Reasonable Accommodation (Handicapped); *Resource Utilization

P.L. 94-142 mandated that handicapped children be provided a free appropriate education in the least restrictive environment. This study was conducted to determine: (1) perceptions of high school teachers with respect to reasonableness of accomodative strategies for teaching mainstreamed learning disabled (LD) students; (2) teachers' use of accommodative strategies; and (3) factors that constrain teachers' use of accomodative strategies. Data were gathered from a pair of surveys and interviews with 38 high school teachers involved in mainstreaming. Data analysis revealed the following teacher perceptions: (1) mainstreaming is not working as it should; (2) few accommodative strategies for LD students are being used; (3) little or no training is offered for teaching handicapped students of any sort; (4) constraints imposed by school districts keep teachers from using accommodative strategies; and (5) administrators, operating under constraints imposed by governmental agencies, while complying with the law, are not allocating the resources that would provide the training, supervision, materials, and/or personnel that would help train teachers to use accommodative strategies. The paper concludes with recommendations for practice and recommendations for further research. (Contains 25 references.) (LL)

ED 362 515 SP 034 789

Zelazek, John R.; And Others

1993 Teacher Education Follow-Up Study. Report by the Teacher Education Assessment Committee (TEAC).

PUB DATE- Sep 93
NOTE- 43p.; For the 1990 study, see ED 325 465.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; *Employer Attitudes; Followup Studies; Higher Education; Program Attitudes; Program Effectiveness; *Program Evaluation; *Student Teacher Attitudes; Surveys; *Teacher Attitudes; *Teacher Education Programs; Teacher Educators; Teacher Employment
IDENTIFIERS- *Central Missouri State University; College Basic Academic Subject Examination; Preservice Teachers

This report represents the fifth teacher education follow-up study at Central Missouri State University (CMSU). The Teacher Education Assessment Committee (TEAC), a centralized system of data collection and assessment, conducts and publishes results of periodic assessments and evaluations of the university's teacher education programs by soliciting input from: (1) the university teacher education faculty; (2) preservice teacher education candidates; (3) inservice teachers and other graduates of the teacher education program; and (4) employers of educators who had been prepared by the university. Graduate and student teacher respondents were given questions on biographical background, current employment status, and attitudes toward the teacher education program at CMSU. Questions addressed to the other respondents asked for a broader assessment of the program. The results of all assessments and evaluations will be applied to the current teacher education program and shared with school districts that employ the university's graduates. Background information and College Basic Academic Subject Examination (CBASE) scores, part of the admission process for acceptance into the teacher education program, are provided. Survey instruments with their findings are reproduced. (LL)

ED 362 594 UD 029 514

Mirel, Jeffrey
The Rise and Fall of an Urban School System. Detroit, 1907-81.
PUB DATE- 93
NOTE- 474p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Economic Factors; Educational Change; Educational History; *Educational Improvement; Educational Policy; Elementary Secondary Education; *Financial Problems; Government Role; Inner City; Parent Participation; *Racial Bias; Racial Discrimination; *School Districts; Social Problems; Urban Problems; *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI; Reform Efforts

The experience of the Detroit (Michigan) public schools is used to offer a new interpretation of the decline of urban education in the 20th century, and ways are suggested to improve America's schools. Political, social, and financial influences have affected the formulation and development of educational policy in Detroit. The history of the school system is traced, focusing on the development of racial intolerance and separatism during the late 1960s, and the subsequent low points that undermined the quality of the school system and divided control between differing viewpoints. The ways in which the constant economic struggle strains the school system are explored, and the burden placed on the schools by social problems they cannot solve are reviewed. The six chapters are as follows: "'Beer and Pedagogy,' 1907-19"; "One of the Finest School Systems in the World, 1919-29"; "School Politics Divided, 1929-40"; "The Expansion of Conflict, 1940-49"; "The Rise of the Liberal-Labor-Black Coalition, 1949-64"; and "There Is Enough Blame for Everyone to Share." The answers to the problems of urban schools lie in returning to reforms that seek common ground, building coalitions among interest groups and government, and reestablishing trust between parents, students, and educators. An appendix contains 12 tables of statistics about the Detroit school system (SLD)

ED 362 477 SP 034 684

Marujo, Manuela
Narrative and Voice: Marginalized Perspectives in Teacher Education. Heritage Language Teachers in Ontario Schools.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Pluralism; Educational Change; *Educational Policy; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; Integrated Activities; *Language Teachers; Multicultural Education; *Native Language Instruction; *Teacher Certification; Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Ontario; Portugal; Sweden

This paper reviews the development of interest in teaching Portuguese to immigrant students, an interest rooted in an individual's ethnicity and cultural past. The story of a Portuguese couple who immigrated to Sweden with their young son is recited, emphasizing the child's struggle with his lack of identity with either Portuguese or Swedish culture. The heritage language programs in Ontario, Canada, are then described as programs that allow for schooling in the student's first language to enhance students' cultural identity and self-esteem. The historical development of the language programs is reviewed, and their goals are listed. Institutionalized discrimination towards such multicultural federal educational policies are noted. Qualifications of heritage language teachers are discussed, and it is explained that instructors need not have an Ontario teacher's certification, can be paid at a lower rate than regular classroom teachers, and occupy a lower status than regular classroom teachers. Heritage language teachers' difficulties in integrating themselves into the schools in which they teach are examined. The paper concludes that the way schools treat the heritage language of their students mirrors their manner towards race, culture, and identity, and that major changes in the program are needed. (Contains 22 references.) (JDD)

ED 362 574 TM 020 648

Ivory, Gary

Investigating Ethnic Bias in the Mathematics Portion of the Exit-Level Texas Assessment of Academic Skills.

PUB DATE- Mar 93
NOTE- 30p.; Version of a paper presented at the Annual Texas Testing Conference (7th, Austin, TX, March 1-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; Comparative Testing; Elementary Secondary Education; Ethnic Groups; Grade 11; *Graduation Requirements; High Schools; *High School Students; Hispanic Americans; *Mathematics Tests; *Racial Differences; Reading Tests; State Programs; *Test Bias; Testing Programs; Urban Schools; White Students
IDENTIFIERS- African Americans; *Exit Examinations; Hispanic American Students; *Texas Assessment of Academic Skills

This study examines the October 1991 exit-level Texas Assessment of Academic Skills (TAAS) mathematics results of 18,290 11th-grade Hispanic Americans, African Americans, and White non-Hispanic Americans from Texas urban districts. Substantial differences existed in the passing rates of the three ethnic groups. The passing rate for White non-Hispanics was 79 percent; for Hispanics, 48 percent; and for African Americans, 40 percent. To explore the differences in passing rates, the researcher controlled for mathematics course placement and semester grade, which reduced, but did not eliminate the gaps among ethnic groups. Across all cells, the median difference in passing rates between Hispanics and White non-Hispanics was 18; between African Americans and White non-Hispanics it was 25.5. When another control, passing or failing the exit-level TAAS reading test, was added, the gap was further reduced, but not eliminated. Hispanic and White non-Hispanic passing rates still differed by 11.5, and those for African American and White non-Hispanics differed by 19.5. Various explanations are discussed for the persistence of these gaps, including differential preparation of ethnic groups in the same course and cultural bias in the TAAS. Fourteen tables present study findings. (Contains 20 references.) (SLD)

ED 362 458 SO 023 416

Harris, Ian M.
Peace Education: A Modern Educational Reform.
PUB DATE- 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Course Content; Curriculum Enrichment; Educational Change; Elementary Secondary Education; *Peace; *Problem Solving; *Violence; War
IDENTIFIERS- *Peace Education

Peace education as an educational reform originally responded to international threats of violence and wars. Since the end of the Cold War, peace education has directed its efforts to many different aspects of violence that plague both teachers and students. This paper reports on the efforts of one school district in Milwaukee, Wisconsin to respond to escalating violence in students' lives by teaching peace education. Peer mediation, courses on nonviolence, environmental awareness, curricula based on teaching respect, anger management, and violence prevention have been initiated to help students deal with the problems of violence in their lives. Two endnotes are included and 39 references are attached. (Author)

ED 362 534 TM 020 543

Clauser, Brian; And Others
The Effects of Score Group Width on the Mantel-Haenszel Procedure.
PUB DATE- Apr 92
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; Comparative Analysis; Computer Simulation; *Item Bias; Reference Groups; *Scores; *Statistical Distributions
IDENTIFIERS- *Mantel Haenszel Procedure; *Score Groups; Type I Errors

Previous research examining the effects of reducing the number of score groups used in the matching criterion of the Mantel-Haenszel procedure, when screening for differential item functioning, has produced ambiguous results. The goal of this study was to resolve the ambiguity by examining the problem with a simulated data set. The main results from this study call into question the preliminary recommendations of several other researchers, that four or more score groups are sufficient and produce stable results. Although considerable stability and very little Type I error was noted with equal ability distribution comparisons, with unequal ability distributions, the Type I error rate was substantially inflated. These results argue against the appropriateness of implementing the procedure by collapsing score groups. The current data suggest that more than modest reductions in the number of score groups cannot be recommended when the ability distributions of the reference and focal groups differ. One figure and five tables illustrate the discussion. (Contains 14 references.) (Author/SLD)

ED 362 554 TM 020 594

Barrett, Michael J.; And Others

Standard-Setting Study of College Board Mathematics Level I and Mathematics Level II Achievement Tests for Use in Course Placement and Credit by Examination in Mathematics 305G at the University of Texas at Austin--Fall 1991.

PUB DATE- Jun 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Standards; Achievement Tests; College Students; Decision Making; *Equivalency Tests; Functions (Mathematics); Geometry; Grades (Scholastic); Higher Education; Mathematics Achievement; *Mathematics Tests; *Scores; *Student Placement; Test Format; Test Results; *Test Use

IDENTIFIERS- College Board Achievement Tests; *Standard Setting; *University of Texas Austin

The Measurement and Evaluation Center of the University of Texas at Austin conducted a standard-setting study in 1991 to reassess the use of the College Board's Achievement Tests in mathematics, Level I and Level II for course placement and credit by examination in an elementary functions and coordinate geometry course. Students in 20 sections of the course were given either the Level I or the Level II test as part of the final examination. Test scores were obtained for 363 students who took the Level I math test and for 342 students who took the Level II math test. Test results were correlated with preliminary course grades obtained from the instructors. For each of the tests, score values indicated by six guidelines about decision scores in the professional literature were presented to the mathematics department to consider for selecting credit by examination scores and course placement scores. There were five possible decision scores for Level I and four for Level II. The prerequisite requirement for enrollment in the course was not changed, but the scores for receiving credit by examination were changed. Eight tables present study findings. (SLD)

ED 362 420 SE 053 948

Dossey, John A., Ed.
American Perspectives on the International Congress on Mathematical Evaluation (7th, Quebec City, Quebec, Canada, August 17-23, 1992).
PUB DATE- 93
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Collected Works - Proceedings (021)
DESCRIPTORS- Computer Assisted Instruction; Conferences; *Educational Technology; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Instructional Innovation; *Mathematics Education; *Mathematics Teachers; Opinion Papers; Personal Narratives; Teacher Education
IDENTIFIERS- *International Congress on Mathematical Education

A pervasive theme running throughout a conference on mathematica education was the transformation of the learning and teaching of mathematics using technology. This publication is a collection of papers representing an American view of the events of the international conference. The papers share the views of collegiate mathematicians, elementary school teachers, teacher educators, researchers in mathematics education, middle and secondary school teachers, two-year-college faculty members, and others. The first three authors focus on the special aspects of the relationship between prior ICME meetings and higher education (S. Hill), technology and mathematics education (J. T. Fey), and assessment around the world (N. Webb). The remaining 35 papers report the activities, insights, and growth of many of the 40 individuals who received support awards for attending the Congress through a National Science Foundation grant to the National Council of Teachers of Mathematics. (MDH)

ED 362 440 SO 023 243

Larson, R. Bruce
Hokule'a: A Field Trip. A Guide for Upper-Elementary Teachers.
PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Field Trips; *Geography Instruction; *Human Geography; *Maritime Education; *Migration; Navigation; Sailing; *Seafarers; Teaching Guides; World History
IDENTIFIERS- Hawaii; Hawaii Maritime Center; *Hokulea; *Pacific Islands; Voyage of Rediscovery

This document is a packet designed to be used in conjunction with a visit to the Hokule'a, a famous voyaging canoe that is usually docked at the Hawaii Maritime Center in Honolulu Harbor. The material focuses on the canoe itself and on the skills needed to sail it. The packet includes background information on the Hokule'a, basic terms, generalizations, objectives, and suggested activities (some with handout masters) to use before, during, and after the excursion. The section on the background of the canoe discusses various theories of migration of the original Polynesians and population origins. Attempts to prove the seaworthiness of various types of vessels lead to the building and sailing of the Hokule'a. The canoe has made three major voyages: (1) from Hawaii to Tahiti and return in 1976; (2) again in 1980; and (3) the Voyage of Rediscovery from 1985 to 1987, when the canoe sailed throughout Polynesia. The first voyage demonstrated that a double hulled canoe could be sailed over long distances entirely without using any Western navigational technology. The second voyage added knowledge about noninstrument navigation in Polynesia, and was the first canoe voyage in centuries to be guided between Hawaii and Tahiti by a Hawaiian. The Voyage of Rediscovery demonstrated the feasibility of sailing a double hulled canoe, modeled after canoes used by ancient mariners, from west to east against the direction of the prevailing tradewinds by taking advantage of periodic wind shifts caused by low pressure systems. Activities sections include materials, time, and procedures over a 5-day period. (DK)

ED 362 516 SP 034 790

Missouri's Career Ladder Program: The Missouri Career Development and Teacher Excellence Plan. Suggested Guidelines for Implementing Career Ladder Programs in Missouri Public Schools, as Authorized by the Excellence in Education Act of 1985. Revised.

PUB DATE- Jan 93

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Responsibility; *Career Ladders; Educational Improvement; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Guidelines; Merit Pay; *Program Development; *Program Implementation; Public Schools; School Community Relationship; School Districts; Secondary School Teachers; Teacher Persistence; *Teacher Responsibility

IDENTIFIERS- Missouri; *Missouri Excellence in Education Act 1985; *Missouri Performance Based Teacher Evaluation

The Missouri Excellence in Education Act of 1985 established the Missouri Career Development and Teacher Excellence Plan, also known as the Career Ladder Program. The intent of the program was to develop and implement a process to encourage quality teachers to remain in the classroom and to continue the emphasis on improved instruction. The Missouri Career Ladder provides a 3-stage, flexible framework in which career advancement is available while teachers are financially rewarded for performance and professional responsibilities. In order to provide an organizational framework, responsibilities were divided into three categories: personal and professional growth; faculty collaboration; and community/school involvement. This manual contains guidelines developed by a 36-member advisory committee, providing planning information helpful to teachers and administrators in local school districts. The guidelines include information on: use of performance based teacher evaluation, a model career ladder plan, guidelines and implementation procedures. It also provides career development plan forms, explanations of important terms associated with the career ladder process, a set of the most frequently asked questions (and answers) regarding the Career Ladder, the statutory authority, and a complete copy of the Board of Education Rule, Title 5. An appendix provides guidelines for local school district career ladder plans. (LL)

ED 362 595 UD 029 515

Scott, Hugh J.
The Black School Superintendent: Messiah or Scapegoat?
PUB DATE- 80
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Problems; *Administrator Role; *Blacks; Case Studies; Educational History; Educational Philosophy; Elementary Secondary Education; *Instructional Leadership; Profiles; *School Administration; Social Problems; *Superintendents; Urban Education; Urban Problems; *Urban Schools

Case studies of seven black school superintendents in the 1970s reveal the magnitude and complexity of problems they face. This 1980 book begins with a chapter on urban crisis, examining deprivation and deterioration in the inner cities. The role of the superintendent and the challenges and deficiencies of urban education are discussed. Profiles of the following superintendents and their systems are included: (1) Ulysses Byas, Macon County (Alabama); (2) Barbara Sizemore, District of Columbia; (3) Earl C. Jackson, Wilmington (Delaware); (4) Alonzo Crim, Atlanta (Georgia); (5) Roland Patterson, Baltimore (Maryland); (6) Charles Mitchell, Jr., Highland Park (Michigan); and (7) Stanley Taylor, Newark (New Jersey). The philosophies of these seven educators are often in contrast to the real limits on their authority. A historical perspective is established against which the efforts of black superintendents can be assessed. Thirty-three tables present information about the school systems. Two appendixes provide profiles and list the problems of 23 black superintendents. (SLD)

ED 362 614 UD 029 535

Moskowitz, Jay; And Others
Targeting, Formula, and Resource Allocation Issues: Focusing Federal Funds Where the Needs Are Greatest. A Supplemental Volume to the National Assessment of the Chapter 1 Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 180p.; For a related document, see UD 029 536.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Programs; *Financial Support; Poverty; Public Schools; *Resource Allocation; School Funds; School Support
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Funding Formulas

This report analyzes options for modifying the current provisions for allocating Chapter 1 funds to better meet the program's goals. The report is organized in seven sections. Following an executive summary and introductory remarks in section 1, section 2 analyzes the existing Chapter 1 funds allocation formulas. Section 3 analyzes the targeting of the Chapter 1 program, including the consequences of current formula provisions on the distribution of funds among schools, school districts, and counties; and the potential effects of selected formula alternatives designed to improve targeting. Section 4 analyzes demographic shifts in poverty among school-age children and youth from one decennial census to another and the resulting impact on the distribution of Chapter 1 funds among counties and states. Section 5 discusses the rationale for adjusting Chapter 1 allocations for interstate differences in costs, the redistributive effects of the current cost adjustment, the accuracy of the current per-pupil expenditure factor as a proxy for the cost of education, and the effects of substituting alternative cost proxies on the distribution of Chapter 1 funds among states and counties. Section 6 discusses the rationale for adjusting Chapter 1 allocations for interstate differences in fiscal capacity and fiscal effort, and examines the redistributive effects of doing so. Section 7 addresses Chapter 1 comparability requirements. Sixty-one exhibits illustrate the discussion. Three appendixes present tables of Chapter 1 funding and allocation data about 10 counties with the highest concentrations of poor children, the 10 largest school districts, and number threshold versus percentage threshold statistics. (Contains 36 references.) (GLR)

ED 362 459 SO 023 417

Trimboli, Angela

Citizenship Education Model: "Piecing It Together: The Statue of Liberty as an American Education Symbol of Citizenship Education."

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Civil Liberties; Elementary Education; Elementary School Curriculum; *History Instruction; Sculpture; *Social Studies; *Symbolism; *United States History; Units of Study

IDENTIFIERS- Bartholdi (Frederic Auguste); *Statue of Liberty

This document argues that the Statue of Liberty has a lot to offer teachers who need to teach citizenship to elementary students. Among the symbols within the statue that have relevance to citizenship are: (1) the tablet; (2) the chains; (3) the step from the chains; () the torch; (5) the crown; (6) the face; and (7) the new infrastructure. The keystone tablet is a symbol of active involvement and unity. Chains reflect the hold that the British government had on America. A step forward from the chains is representative of freedom and progress, while the torch is a long standing symbol of wisdom. The seven rays of the Liberty's crown stand for the seven continents, the seven seas, and the seven planets known to humanity at the time the statue was designed. Together the rays and crown symbolize earthly and universal freedom. The face of Liberty, which the statue's designer, Auguste Bartholdi, based upon the face of his own mother, is the face of transformation. An improved infrastructure, built from stainless steel instead of the original rust-prone iron, both offers and symbolizes strength. Teachers can use the symbols to bring home to children important lessons about U.S. citizenship. Contains 19 references. (SG)

ED 362 478 SP 034 700

Lawson, Hal A.
Toward Healthy Learners, Schools, and Communities: Footprints in a Continuing Journey. Work in Progress Series, No. 3.
PUB DATE- Jul 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Family (Sociological Unit); Family Involvement; *Health Services; *Integrated Activities; Models; *School Restructuring; *Social Change; Social Problems

Schools increasingly are ineffective institutions for a growing number of children and youth. Problems of the schools are connected with other institutional problems within the family and the health care system. As a society, Americans have tended to wait until children's needs and problems have reached epidemic proportions and then have provided categorical funding support for remediation aimed at identifiable individuals and groups. Social, economic, and indirect costs of these problems are noted. The journey toward new insights into these problems is examined, leading to a conceptual shift from framing the problem as a school restructuring need to a systems change perspective. A "Healthy Learners, Schools, and Communities Model" is being developed, which integrates schools, social services, and health care systems. The paper sketches an example of the ways in which the addition of community development and family support-empowerment agendas to school restructuring adds new dimensions to schools. Tables list: (1) sources of variation in school-linked family and health services; (2) a comparison of two approaches to networking; (3) 16 primary assumptions for healthy learners, schools, and communities; and (4) 27 exemplary characteristics of healthy schools. (Contains 21 references.) (JDD)

ED 362 497 SP 034 754

Doring, Allan
Stressed? Who Me?
PUB DATE- Aug 93
NOTE- 17p.; Paper presented at the Association of Catholic Secondary Schools Queensland Conference of Deputies and Assistant Principals--Administration "Reaching the Future" (Maroochydore, Queensland, Australia, August 4-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Attitudes; Administrator Role; *Assistant Principals; School Administration; Secondary Education; *Stress Management; *Stress Variables

This keynote address examines the role of the deputy principal and the stress cycle in an educational climate of uncertainty and rapid social and educational change. A profile of the "average" deputy principal is offered, and the term stress is defined. Methods of researching stress are examined. Factors that contribute to stress in school personnel are outlined, including: resources and environment, change and competing demands, meetings, staff, time use, parents, community, networks and relationships, personality and health, and self-development. The paper concludes that people work better under some degree of stress, but this degree varies according to the individual and his or her environment. Attitudes towards stress are important, as well as the development of individualized techniques and skills for managing it. (Contains 12 references.) (JDD)

ED 362 575 TM 020 649

Simon, Karen; Gregg, Soleil
Alternative Assessment--Can Real-World Skills Be Tested? Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 9p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Communication (Thought Transfer); Computer Simulation; Critical Thinking; Decision Making; *Educational Assessment; Educational Innovation; Elementary Secondary Education; Teacher Attitudes; *Testing Problems; Test Use; *Thinking Skills
IDENTIFIERS- *Alternative Assessment; Appalachia Educational Laboratory WV; *Authentic Assessment; Performance Based Evaluation

Many educators are shifting their teaching strategies and approaches to include more emphasis on critical thinking skills, the communication of ideas, a variety of approaches to content emphasizing varied student learning styles, and the need to draw explicit connections among topics for retention of learning. Real-world assessment measures, then, are derived from observing actual performance or relatively high-fidelity simulations of actual performance. Alternative assessment is aimed at teaching students to think, to react to new situations, to review and revise work, to evaluate work, and to communicate results. Problems with current assessment methods are traced, and guidelines are presented for authentic assessment. Myths that exist about alternative assessment include the assumptions that it shortchanges the average student and that it consists of nothing more than "touchy, feely" activities. It is also incorrect to assume that alternative assessment does not provide clearly defined performance standards, or that it requires too much of the teacher's time. A second article in this Policy Brief reviews "Authentic Assessment in AEL's Region." Authentic assessment practices in the states of the Appalachia Educational Laboratory (AEL), Kentucky, Tennessee, Virginia, and West Virginia, are providing examples of educational innovation in assessment. Three tables summarize details about alternative assessment. (Contains 21 references.) (SLD)

ED 362 421 SE 053 954

Cuevas, Gilbert, Ed.; Driscoll, Mark, Ed.
Reaching All Students with Mathematics.
PUB DATE- 93
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Computer Assisted Instruction; *Core Curriculum; Demonstration Programs; *Educational Quality; Elementary School Students; Elementary Secondary Education; *Equal Education; Females; *Instructional Innovation; Learning Strategies; Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Microcomputers; Minority Group Children; Multicultural Education; Secondary School Students; Teacher Education
IDENTIFIERS- *METRO Achievement Project; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards; *Project SEED

The National Council of Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics" and "Professional Standards for Teaching Mathematics" reflect the belief that all students can learn a significant core of high-quality mathematics. Recognizing the magnitude of the task of reaching all students, this book was put together to give mathematics teachers the opportunity to recount their stories of success in achieving that goal. The 17 chapters in this book describe programs that range from minimal to revolutionary efforts to widen the participation and success of students from underrepresented groups. This book is divided into four parts. Part 1 contains 4 articles taking a global view at reaching students: (1) "Introduction. Reaching all students: A vision of learning mathematics" (L. Stiff); (2) "If everybody counts, why do so few survive?" (Z. Usiskin); (3) "Educators and parents working together to help all students live up to their dreams with mathematics" (N. Bezuk, B. Armstrong, A. Ellis, F. Holmes, and L. Sowder); and (4) "Multicultural mathematics: One road to the goal of mathematics for all" (C. Zaslavsky). Part 2 contains four articles on changing what students learn: (5) "Equation for success: Project SEED" (S. Phillips and H. Ebrahimi); (6) "The Mathematics and Science Microcomputer Project: A model for success" (H. Johnson and J. Leonard); (7) "Blending equity and excellence: UMTYMP's efforts to reach all students" (H. Keynes); and (8) "Algebra Transition Project: A work in progress" (S. Stetzer). Part 3 contains 5 articles on changing how teachers teach: (9) "Mathematics Specialist-Teacher Program: An intervention strategy for all" (V. Camerlengo); (10) "Meeting the NCTM communication standards for all students" (F. Santiago and G. Spanos); (11) "Geometry for all students: Phase-based instruction" (J. Bobango); (12) "Females, minorities, and the physically handicapped in mathematics and science: A model program" (C. Heid and T. Jump); and (13) "Helping inner-city girls succeed: The METRO Achievement Program (D. Thompson and N. Jakucyn). Part 4 contains 4 articles on changing how students learn: (14) "Homogenized is only better for milk" (E. Davidson and J. Hammerman); (15) "They can learn" (N. MacDowell); (16) "Using children's word-problem compositions for problem-solving instruction: A way to reach all children with mathematics" (H. Bebout); and (17) "Equity? We're just trying to survive here" (C. Healy). (MDH)

ED 362 535 TM 020 544

Malinowski, Patricia A., Ed.
Issues in Assessment: Putting Theory into Practice.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Data Collection; Definitions; *Educational Assessment; Educational History; Educational Philosophy; English; Models; Outcomes of Education; *School Effectiveness; *Testing Programs; *Theory Practice Relationship; Two Year Colleges
IDENTIFIERS- *Finger Lakes Community College NY

Assessment as conducted at Finger Lakes Community College (FLCC) in Canandaigua (New York) has taken various forms and has been conducted under various names. This publication offers an overview of assessment at the college from a philosophical and historical perspective. In both general and specific terms, the efforts of the college to meet the challenges posed by the need for assessment are discussed in the following papers: (1) "Letter from FLCC President" (Daniel T. Hayes); (2) "Defining Assessment" (James O. Ortiz); (3) "Historical Perspective on Assessment" (Patricia A. Pietropaolo); (4) "Assessment Awareness at the Department Level" (Sandra Brown); (5) "Courting Assessment as an Agent of Change in the English 101 Curriculum" (Sandra K. Camillo); (6) "The Pyramid Model" (Frederick L. MacNamara); (7) "Beyond Advisory Boards to Educational Partnerships for Assessment" (Jeanne S. Fagan); (8) "Developing Evidence" (Marylou Boynton); and (9) "Gathering Institutional Data for Assessment" (Rebecca Burgess). (SLD)

ED 362 555 TM 020 598

Boyd, Darlene
Teaching: A Conceptual Analysis.

PUB DATE- Aug 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Center for Critical Thinking (August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Context Effect; *Criteria; Definitions; *Educational Environment; Educational Objectives; Elementary Secondary Education; Higher Education; *Learning; Student Role; *Teacher Role; Teaching (Occupation); Teaching Skills
IDENTIFIERS- Conceptual Analysis

A conceptual analysis deals with the question of what is meant by the term "teaching." In other words, what are the necessary criteria of teaching? Criterion 1 is that there be someone in authority to fulfill the role of the teacher. Criterion 2 insists that someone fulfill the role of pupil. These patently obvious criteria are not sufficient for a definition of teaching. A third criterion is that teacher and pupil be in the proper context, a context of what should be taught. The proper context has the logical organization of subject matter to determine what is to be taught, and the use of a psychological order to determine to whom and when it should be taught. A fourth criterion insists that teaching is goal-oriented. When all the criteria of teaching are met, it is argued, it is logical to assert that learning follows necessarily from teaching. (SLD)

ED 362 441 SO 023 276

Birzea, Cesar; And Others
The Reform of Education in Romania: Conditions and Prospects.
PUB DATE- 93
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Objectives; *Educational Planning; Educational Research; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; *Social Action; Social Change
IDENTIFIERS- *Rumania

This document analyzes the Romanian education system since the political changes of 1989. The objectives of the report are: (1) the analysis of the education condition, insisting on the obstructions that prevent the starting of the reform itself; (2) the analysis of the main developments in the educational system in the first three ears of the transition period; and (3) the elaboration of a new educational policy and of the reform strategy in the field of education. The analysis states with the premise that after many years of underestimation and lack of sufficient financial resources, Romanian education has reached a critical level beyond which the cultural and training level of the nation is threatened. By ignoring this risk, the present generation assumes a tremendous responsibility for the future of the generation to follow. The first three years of the transition period were marked by lack of a coherent policy in the educational field. Immediate corrective measures adopted in response to different pressure groups were aimed at eliminating the most obvious effects of communist education. A new education policy is needed. The chapter on education policy within the transition context suggests that transition is a process of social learning, individual and collective emancipation, and having a psychological and moral dimension. The real factors blocking the reform are not financial or political, but mainly related to human resources. Education must become a key factor of social change. The study analyzes blocking factors such as education policy, self-knowledge, knowledge, human resources, management, finances, and design capabilities. (DK)

ED 362 460 SO 023 419

Best, Francine

Education, Culture, Human Rights, and International Understanding: The Promotion of Humanistic, Ethical, and Cultural Values in Education.

PUB DATE- 90

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Reference Materials - Bibliographies (131)

DESCRIPTORS- *Civil Liberties; Cultural Awareness; Curriculum Development; *Educational Policy; Environmental Education; *Ethical Instruction; Foreign Countries; *Humanistic Education; International Cooperation; *Moral Values; Teacher Education; *Values Education

IDENTIFIERS- Europe; *UNESCO

This document, prepared by the Chief Inspector of Schools in France, is based on work done by UNESCO in enhancing the humanistic, cultural and international dimensions of both formal and non-formal education. The paper consists of a synopsis of the work relating to the various aspects of humanistic education, and a select bibliography. Although this overview has been written from a European standpoint, it highlights universal values based on the standard setting instruments of UNESCO and the United Nations. In addition, it develops an integral concept of humanistic, ethical, and cultural education in an international dimension, and can therefore serve as a reference document for similar planning activities in other regions. The paper discusses human rights education, bioethics, environmental education, intercultural dialogue and a knowledge of other cultures, and education for development. These topics form a conceptual network that can give an overall purpose to any educational system wishing to translate the principles of UNESCO into educational action and decision making. This overall purpose is a humanistic one, in which ethics and universal human rights indicate the values that education must transmit and promote. European culture is permeated by the ethical principles of respect for freedom and for the dignity of the individual, and the equality of all human beings. Establishing a worldwide humanistic education means taking these same principles as a basis. To get this combination of ideas to flourish in schools throughout Europe, if not throughout the world, teachers will have to be fully informed and trained on an international scale. (DK)

ED 362 498 SP 034 762

Hynes, John L.; Socoski, Patrick
Undergraduates' Attitudes toward Teaching in Urban and Non-Urban Schools.
PUB DATE- Feb 91
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Education Majors; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Rural Schools; *Student Attitudes; *Suburban Schools; *Teaching Conditions; Undergraduate Students; *Urban Schools
IDENTIFIERS- *Perceived Reality; *Preservice Teachers

This study was conducted to determine the attitudes of 140 students entering a teacher preparation program at West Chester University (Pennsylvania) toward urban and non-urban schools. A 98-item survey instrument was developed containing questions pertaining to various aspects of the teaching-learning environment and was administered to two randomly selected groups of preservice teachers. One group was asked to think of a typical large urban school and to answer questions in response to their perceptions of such a school; the other group was asked to think of a typical school in a non-urban environment. A preliminary analysis of the data suggests that subjects adhere to at least three stereotypes: (1) urban schools have more negative attributes than non-urban schools; (2) non-urban schools are virtually idyllic places in which to teach; and (3) teachers of less prepared students need more knowledge of teaching techniques and less knowledge of subject matter, or conversely, that teachers of good students need less knowledge of teaching techniques and more knowledge of subject matter. The major implication of the research is that undergraduates who intend to become teachers need to develop more realistic expectations about the teaching environment in both urban and non-urban schools. (LL)

ED 362 596 UD 029 516

Gold, Steven J.; Tuan, Mia
Jews from the Former U.S.S.R. in the United States. New Faces of Liberty Series.
PUB DATE- 93
NOTE- 24p.; For a related document, see UD 029 517.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Age Differences; Behavior Patterns; *Cultural Differences; Elementary Secondary Education; *Immigrants; *Jews; Limited English Speaking; Minority Groups; Political Influences; *Refugees; Social Services; Student Adjustment; Teaching Methods; Urban Areas
IDENTIFIERS- Language Minorities; Russia; *Russian Jews; United States

Close to 250,000 Jews from the former Soviet Union have arrived in the United States since the early 1970s. In recent years, former Soviets have been the largest refugee population to enter the United States. These immigrants are generally well-equipped for adjusting to American life. They are skilled, educated, and possess urban experience. Because they enjoy refugee status, they are eligible for a variety of resettlement services. In addition, they frequently arrive as intact families. Nevertheless, some families find it difficult to adapt to the United States. Problems they face include the dependency of the young and the old, reversals of provider/recipient roles, status loss, and generational differences in religious identity. Teachers, resettlement workers, and other authority figures are often frustrated by the behavior of Russian Jews, who are used to dealing with authority figures in the Russian style, which placed a premium on influence and negotiation. Students frequently find that the lack of English skills requires them to repeat subject content they have already mastered because they are not able to demonstrate mastery. Precisely because so many Russian Jews do adapt rapidly, those who do not tend to regard their difficulties as the result of personal failure. Some suggestions are given for teachers working with Jewish immigrants. (Contains 62 references.) (SLD)

ED 362 615 UD 029 536

Haslam, M. Bruce; Humphrey, Daniel C.
Chapter 1 Services to Religious-School Students. A Supplemental Volume to the National Assessment of the Chapter 1 Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 93
NOTE- 93p.; For a related document, see UD 029 535.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; Disadvantaged Youth; Economically Disadvantaged; *Educational Legislation; Elementary School Students; Elementary Secondary Education; Federal Aid; *Federal Programs; *Financial Support; Information Sources; Legal Problems; *Parochial Schools; Politics of Education; Private School Aid; *Program Administration; School Districts; School Funds; Secondary School Students
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; Service Delivery Assessment

This report describes the implementation of Section 1017 of Chapter 1 contained in Title I of the Elementary and Secondary Education Act. Section 1017 requires school districts to serve eligible students enrolled in private schools. Private schools affiliated with religious groups make up the bulk of all Chapter 1-eligible students. The report begins by reviewing the political and judicial history of the requirement that Chapter 1 serve religious-school students. Subsequent chapters cover the trends in the levels of private-school student participation in Chapter 1, the characteristics of Chapter 1 services for religious-school participants, special issues in the administration of Chapter 1 services to religious-school students, and the options for improving Chapter 1 services to religious-school participants. Twenty-one exhibits illustrate the discussion. Appendix A describes research on Chapter 1 services to religious-school students sponsored by the U.S. Department of Education. Appendix B describes the major data sources used to generate estimates of private school student participation in Chapter 1. (Contains 53 references.) (GLR)

ED 362 479   SP 034 703

Dancy, Linda Caldwell
Fostering Student and Teacher Competence: Exposing the Lies.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; Educational Change; Elementary Secondary Education; Higher Education; Individual Development; Instruction; *Knowledge Level; *Professional Development; *Self Esteem; Self Evaluation (Individuals); Student Development; *Teacher Education; Teaching Methods
IDENTIFIERS- *Authentic Assessment; *Foxfire

Conventional approaches to teaching and learning perpetrate lies about the nature of knowledge, self-worth, and growth. Working with Foxfire and authentic assessment can offer teachers an opportunity to discover emancipating truths. These approaches demonstrate the value of students' growth in their own competence and in their self-direction. The practice of presenting information in an organized pattern and testing for comprehension tells the learner the lie that knowledge is the acquisition of another person's thinking and work. As teachers grow in their comprehension of the vastness of knowledge available, it is only natural that they shrink in their sense of self-worth. Teachers need to be trusted to construct knowledge from their experiences and from new concepts offered to them, rather than having educational changes dictated to them. (JDD)

ED 362 517 SP 034 791

Davis, James R.

Better Teaching, More Learning: Strategies for Success in Postsecondary Settings. American Council on Education Series on Higher Education.

PUB DATE- 93

NOTE- 379p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *College Faculty; *Faculty Development; Higher Education; Intellectual Disciplines; Learning Processes; Learning Strategies; *Teacher Improvement; Teaching Methods; *Teaching Models; *Teaching Skills

It is argued in this book that postsecondary instructors have to improve their performance in the classroom not only by achieving a better understanding of how teachers teach, but also of how learners learn. Most postsecondary teachers are well trained in their disciplines, but few have received formal training in how to teach or have acquired an understanding of how learning occurs. Without guidance, most teachers find and become comfortable with only one teaching strategy and confine themselves solely to it. This volume puts student learning at the center of the discussion, translates recent research on learning into a form useful for college teachers, and integrates it with current thinking on teaching to construct a framework or model for effective classroom communication. The book begins with an examination of the perspectives at work in any teaching situation: subject, setting, and student diversity; then, it explores the relationship of learning to teaching as it applies to specific strategies such as training and coaching, lecturing and explaining, inquiry and discovery, groups and teams, and experience and reflection. A final section discusses choosing and using teaching strategies. (LL)

ED 362 536 TM 020 545

Blank, Rolf K.

Developing a System of Education Indicators: Selecting, Implementing, and Reporting Indicators.

PUB DATE- Apr 93

NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Cooperation; *Data Collection; Definitions; Educational Cooperation; Elementary Secondary Education; Federal Government; Federal State Relationship; Government Role; Organizational Development; *Policy Formation; *Selection; *State Boards of Education; State Government; *Systems Development

IDENTIFIERS- *Council of Chief State School Officers; *Educational Indicators

National- and state-level reports on education indicators have been produced since the mid-1980s. However, the debate continues over which education indicators to select and report. This paper outlines the lessons gained by a national organization in building an education indicators system through cooperation with state education agencies and federal agencies. Three issues in the development process for education indicators are emphasized: (1) the role of the consensus process among educators, researchers, and policymakers in selecting and defining indicators; (2) how education indicators can be produced through a cooperative data system with states; and (3) methods for reporting indicators that increase their usefulness by policymakers and educators. The experiences of the Council of Chief State School Officers illustrate the variety of issues that need to be resolved, and the need for careful definition of the indicator areas and the data required. It is essential to involve different interests or perspectives on the indicators system in the development process. Two figures and two tables present information about the process. (Contains 33 references.) (Author/SLD)

ED 362 556 TM 020 600

Gorrell, Jeffrey
The Discovery of Personal Meaning: Affective Factors in Learning.
PUB DATE- Nov 92
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- earning follows necessarily fro
(SLD)
fiv,Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Processes; Concept Formation; *Constructivism (Learning); Educational Psychology; Educational Research; Elementary Secondary Education; Epistemology; Higher Education; *Knowledge Level; Learning; Relevance (Education); *Self Concept; Student Role
IDENTIFIERS- American Psychological Association; *Learner Centered Instruction; *Meaningfulness

Learner-centered principles espoused by the American Psychological Association (APA) built on research of the last three decades suggest that learning does not simply entail coordinated cognitive processes. These 12 principles portray factors associated with learning as essential parts of the portrayal of learners as active creators of their own best answers and solutions. Some of the issues related to active, volitional learners are summarized, with attempts to integrate then in terms of the discovery of personal meaning. The following types of personal meaning that may occur are considered: (1) increased sense of relation of new knowledge to personal events in the learner's life; (2) increased sense of self as learner; (3) increased sense of efficacy related to the capability to use knowledge; and (4) increased expectancy for success and sense of commitment to extend learning. The paper is organized around the idea that the discovery of personal meaning in learning is a vital part of the learning process. The learner is an active constructor of such meanings and may find them more durable than the particular knowledge gained in cognitive fashion. One table lists types of personal meaning that may be acquired. An attachment lists the APA principles. (Contains 61 references.) (SLD)

ED 362 576 UD 029 257

Stephen, Lynn; And Others
An Outcome Study of the M.I.C.A.S. Summer '84 School: Adaptation and Adjustment of Khmer Refugee Children in the United States.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jan 85
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Adolescents; Alienation; *Cambodians; *Children; Elementary School Students; Elementary Secondary Education; Immigrants; Laotians; Limited English Speaking; Outcomes of Education; Poverty; *Refugees; Secondary School Students; Social Services; *Summer Programs; Urban Areas
IDENTIFIERS- *Adaptation Effect; Massachusetts (Boston)

This study evaluated the adaptation and adjustment processes of 28 Khmer children (aged 10 to 15 years) in the Boston (Massachusetts) area in a summer school setting provided by the Metropolitan Indochinese Children and Adolescent Services (MICAS). Using the Children's Acculturation Problem Index and the Children's Alienation Scale, supplemented with classroom observations and feedback from teachers and counselors, MICAS discovered an inverse relationship between adjustment and adaptation. As these Khmer children become more adapted to their environment, they become less well-adjusted. This conclusion has profound implications for existing services since most are geared toward the acquisition of English and basic survival skills that facilitate adaptation. Adaptation is defined as external functioning by which behavioral changes are undertaken to cope with changing environmental circumstances. Adjustment involves emotional and cognitive changes, and is mostly the product of internal functioning. Adaptation difficulties arise mostly from poor English fluency, while adjustment depends on other factors such as past experiences, refugee status, and physical and financial security. The summer school program, the research methods employed, and the interpretation of data and results are extensively discussed. Seven tables present study findings, and one appendix contains a detailed program description. Instruments used in the study are included in English versions with Khmer translations. (Contains 44 references.) (Author/SLD)

ED 362 442 SO 023 277

Kim, James S.
Addressing Curriculum Deficiencies on Martin Luther King, Jr. through Computer Assisted Instruction and Multimedia Resources.
PUB DATE- 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biographies; *Black History; Black Leadership; *Computer Assisted Instruction; *Curriculum Development; *Curriculum Enrichment; Curriculum Evaluation; *Curriculum Problems; Curriculum Research; *Educational Resources; Elementary Secondary Education; Higher Education; History Instruction; Instructional Materials; Multimedia Instruction; Role Models
IDENTIFIERS- *King (Martin Luther Jr)

Students need to see past heroes as real people who struggled with ordinary problems in order to see the relevancy of studying history and to act practically upon the lessons that each leader teaches them. This study attempts to answer two questions relating to Martin Luther King, Jr.: (1) What do we teach our children about King? and (2) Can we do it better? A brief biographical sketch of King is included. Current beliefs about King and popular misconceptions about his life support the assertion that something is wrong in what is taught about Martin Luther King, Jr. Identifying inaccuracies and deficits in curriculum material related to King requires an investigation of textbooks and other resources accessible to students and teachers. By reviewing an exhaustive list of commercially produced resource packages on King, researchers can make some general conclusions. Most materials jump from King's "I Have a Dream" speech to his assassination with little or nothing in between. His views on poverty and his objections to the Vietnam War largely are overlooked. Since curriculum deficiencies exist in most books or teaching resources devoted to King, the need for alternative resources arises. Using computers, interactive videodiscs, and multimedia resources as the means for instruction, a program is offered that can address shortcomings in curriculum materials with videocassettes and laserdiscs. Moving beyond the design of a unit on King, this study also reports and analyzes the findings after the curriculum was field tested with a seventh grade class. (DK)

ED 362 499 SP 034 763

Dereshiwsky, Mary I.; Packard, Richard D.

When Words Are Worth More Than a Thousand Numbers: The Power of Qualitative Research Procedures in Evaluating the Impact of Educational Programs & Practices.

PUB DATE- Nov 92
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of States (17th, San Diego, CA, November 20-24, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Measures; Data Analysis; Data Collection; Educational Practices; Educational Research; Ethnography; *Evaluation Research; Higher Education; *Program Evaluation; *Qualitative Research; Research Design; *Research Methodology; Social Science Research; Statistical Analysis

Research practitioners have traditionally collected and analyzed data using experimental designs and inferential statistical procedures. In addition to being difficult to learn and apply, these quantitative procedures generally leave out such variables as attitudes, feelings, and emotions. This paper describes the nature and role of qualitative data collection and analysis procedures in the context of evaluation research or impact assessment. This method is often used by social service professionals to determine if a given program, process, or procedure has worked; focusing only on readily quantifiable outcomes would appear to leave out quite a few essential social and behavioral elements. The document provides a framework for discussing the two complementary aspects of impact assessment, process and outcome, and relative strengths and functions of quantitative versus qualitative procedures. Following this discussion, several commonly applied qualitative procedures are identified, the power of combining numbers and words in the form of multimethod research designs is explained, and their applications are illustrated in a variety of actual evaluation studies. (Contains 23 references.) (LL)

ED 362 597 UD 029 517

Lucas, Alice
Cambodians in America: Courageous People from a Troubled Country. New Faces of Liberty Series.
PUB DATE- 93
NOTE- 28p.; For a related document, see UD 029 516.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); Age Differences; *Asian Americans; Asian History; *Cambodians; Cultural Differences; Elementary Secondary Education; Ethnic Groups; *Immigrants; Minority Groups; Political Influences; Psychological Patterns; *Refugees; Stress Variables; Student Adjustment; Teaching Methods
IDENTIFIERS- Language Minorities; United States

During the 1980s more than 100,000 refugees poured into the United States from Cambodia. This essay is intended to inform educators and others who work with Cambodian families about recent Cambodian history and traditional Cambodian culture and to create awareness of the social and psychological significance of these factors. The waves of refugees from Cambodia and their traditional culture are described. The history of civil war and invasion means that many Cambodian refugees add physical and emotional wounds to the difficulties they experience in adapting to life in the United States, including the possibility of post-traumatic stress disorder. In the United States difficulties often arise between the generations in Cambodian families when children begin to adopt the behavior of American youth. Educational systems in Cambodia differ greatly from those in the United States, and adjustment to schooling is difficult for children and their parents. Cambodian immigrants have survived national and personal tragedies, and have emerged with personal strengths that must be recognized in finding ways to help their children succeed in school. Some recommendations are made for teachers. Eleven resources and five videos are listed for teachers. (Contains 22 references.) (SLD)

ED 362 616 UD 029 537

Yoder, Diane
Crisis in Hispanic Health: An Agenda for Action.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jul 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Adult Education; *Economically Disadvantaged; Educational Planning; Elementary Secondary Education; *Health Education; Health Services; *Hispanic Americans; Information Dissemination; Inservice Teacher Education; Integrated Activities; Mexican Americans; Parent Education; *Policy Formation; School Role; Teacher Role
IDENTIFIERS- *Access to Health Care; California; Focus Groups Approach; Hispanic American Education

This report examines focus-group recommendations addressing the issues in California's Hispanic health education. It reveals a perceived need to increase the political clout and organization of Hispanics, expand public education campaigns, and increase the access of Hispanics to affordable health care through legislative reform. In addition, the report suggests that policymakers need to give the health needs of all youth equal, if not greater, priority than other age groups and to develop youth-specific reform legislation and age-appropriate policies. The following recommendations are examined: (1) health, education, and social services need to be integrated--schools cannot do it alone; (2) schools need to educate and encourage parents to be involved in their children's preventive and regular medical care; (3) the role and skills of teachers in terms of health education need to be clarified and nurtured; (4) the diversity of ethnicity and acculturation among Hispanic subgroups must be considered in all health education efforts; and (5) information on Hispanic health and Hispanic health education needs to be generated and disseminated, especially to policymakers. (GLR)

ED 362 422 SO 021 035

Podany, Zita
Music Education Software: A Critical Review of Products. A MicroSIFT Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 21p.; Product of the Northwest Regional Educational Laboratory Technology Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- (L. Stiff); (2) "If everybody c
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; *Computer Software Reviews; Higher Education; High Schools; Instructional Materials; Intermediate Grades; Junior High Schools; *Music Education; Skill Development

Computer software programs designed to develop or increase musical skills in middle and secondary school students are reviewed in this document. These programs are not designed to be used instead of regular music instruction, but rather to supplement it. Each product review contains the producer, necessary hardware, optimal hardware, price, intended audience, description, and evaluation. The following products are reviewed: CAMUS Melodic Dictation; Harmonious Dictator; Internal Drillmaster; Melodious Dictator; Music FUNdamentals 1, 2, & 3; Music Shapes; Music Theory; Note Blaster; Practical Music Theory, Complete; Sir William Wrong Note version 2; Sketch the Scale version 2.0; and Theory Sampler. (DB)

ED 362 461 SO 023 420

Haket, Lenneke, Comp.; Hoppers, Wim, Comp.
Education with Production in East- and Southern Africa: A
Bibliography. Bibliography No. 8. Research Programme on
Education and Production in Theory and Action (EPTA).
PUB DATE- Feb 86
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Developing Nations; Economic Development; *Education Work Relationship; Elementary Secondary Education; Industrialization; International Educational Exchange; Productivity; *Vocational Education
IDENTIFIERS- *Africa

This bibliography is intended for use as a reference for researchers and practitioners in the field of education with production in East- and Southern Africa. The document lists both published and unpublished literature about the integration of education, training, and productive work. "Education with production" refers to arrangements whereby a socially and economically meaningful component of education or training and one of production exist in the same institution or in a partnership between institutions. The aim of such arragements is to develop both a variety of vocational or commercial skills and an an understanding of the production processes and the social, cultural, and economic context in which work takes place. Prescriptive and descriptive documents are cited separately in the document. The bibliography includes author, subject, country, and conference indexes, as well as lists of periodicals and relevant institutions in the region. (SG)

ED 362 480 SP 034 704

Tobias, Sigmund
Interest and Prior Knowledge.

PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Association (Psychology); *Curiosity; Higher Education; *Interests; *Knowledge Level; *Learning; Models; Research Needs

This paper selectively reviews research on the relationship between topic interest and prior knowledge, and discusses the optimal association between these variables. The paper points out that interest has a facilitating impact on learning, and at least part of this effect must be ascribed to prior knowledge. While the interest-knowledge association may account for about 20 percent of the variance, 80 percent of the variance in the effects of interest may then be unaccounted for by prior knowledge, leaving a considerable portion of independent variance with which interest can affect learning. Research suggests that interest contributes to learning in the following ways: it seems to invoke deeper types of comprehension processes, leads to greater use of imagery, and may arouse a more personal and extensive network of relevant associations than are invoked by prior knowledge. Analysis of a model of interest-prior knowledge relationships suggests that categories of high interest and low knowledge, and low interest and high knowledge, are likely to be transitory. Suggestions are made to divide topic interest into specific and domain interests. The advantages of educational research on interest or curiosity are discussed. (Contains approximately 55 references.) (JDD)

ED 362 518 SP 034 792

Dereshiwsky, Mary I.
Assessing Learning for Leadership: A Multimethod Qualitative Evaluation of the 1992 Arizona Leadership Academy.
PUB DATE- Jun 93
NOTE- 46p.; Paper presented at the Pacific Rim Symposium on Higher Education Evaluation (Hilo, HI, June 2-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Agents; *Data Analysis; Educational Change; Educational Improvement; Educational Trends; Elementary Secondary Education; *Evaluation Methods; Faculty Development; Inservice Education; *Leadership Training; *Program Evaluation; *School Personnel; Surveys
IDENTIFIERS- Arizona Leadership Academy

The Arizona Leadership Academy (ALA) assists school leadership teams in making a positive difference in their schools and communities in order to improve the education of the students of Arizona. Participants focus on schools and communities working together, examine the role of professional growth and development for educators, develop a networking process, address the new roles of leadership within schools including shared decision making and site-based management, and learn and practice facilitation methods to assist in successfully developing and implementing school planning and change. This paper provides a comprehensive evaluation of the Summer 1992 Arizona Leadership Academy. The evaluation is summarized according to major subsections of the survey which was disseminated to participants (N=400) during the fall of 1992 (a total of 67 usable surveys were returned). Findings indicate that the experience was beneficial for the team members and leaders, faculty, and program planners. Some specific strengths noted were the emphasis on team building and interpersonal communication skills, the variety of formal and informal networking opportunities, and its positive influence upon the participants' goals of professional growth. recommendations include planning for a greater proportion of activities devoted to team building and networking opportunities. Appendixes provide a complete copy of the survey, responses to most of the survey items, and summary statistics for demographic items. (LL)

ED 362 537 TM 020 555

Hambleton, Ronald K.; Kanjee, Anil
Enhancing the Validity of Cross-Cultural Studies: Improvements in Instrument Translation Methods.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meetings of the American Educational Research Association (Atlanta, GA, April 12-16, 1993) and the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Attitude Measures; *Cross Cultural Studies; Cultural Differences; *Culture Fair Tests; Elementary Secondary Education; *Psychological Testing; Test Construction; Test Interpretation; Test Items; *Test Validity; *Translation
IDENTIFIERS- Speededness (Tests); *Test Equivalence

Translating psychological tests and attitude scales from one language and culture for use in others has been common in the history of educational and psychological assessment. Despite the long history, methods for conducting test and attitude scale translations and establishing equivalence of the multiple versions of an instrument are not well-known or routinely used in practice. The primary purpose of this paper is to focus attention on three major sources of invalidity in test translation work and to suggest solutions whenever possible. The first is cultural differences associated with administrations, item formats, and speededness. The second is technical factors associated with the instrument itself, the selection and training of translators, the translation process, and the judgmental and empirical designs that can be used in translating instruments. The third source of invalidity is factors affecting the interpretations of achievement test results such as similarity of curricula, equivalence of motivational levels, and sociopolitical considerations. (Contains 21 references.) (Author)

ED 362 557 TM 020 602

Fasko, Daniel, Jr.
Individual Differences and Multiple Intelligences.
PUB DATE- Nov 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (21st, Knoxville, TN, November 11-13, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Cognitive Style; Competence; *Educational Practices; Educational Psychology; Educational Research; Educational Theories; Elementary Secondary Education; *High Risk Students; *Intelligence Differences; *Learning; Program Evaluation; *Student Motivation
IDENTIFIERS- Arts PROPEL; *Multiple Intelligences

Recent educational research indicates that learners differ in their preferences for learning mode and strategies. Implications for instruction and assessment are discussed as they relate to the Theory of Multiple Intelligences of H. Gardner (1983). One of the principles of the "Learner Centered Psychological Principles" of the American Psychological Association (Principle 11) stipulates that learners have unique abilities and talents and have acquired different preferences for how they learn, as well as different preferences for how they respond to learning situations. Gardner's Theory of Multiple Intelligences exemplifies Principle 11 and is implicated in Principle 12, which states that the development of a child and the way the child interprets life experiences is influenced by his or her education. The Theory of Multiple Intelligences describes seven forms of human competence that are relatively independent: linguistic; logical-mathematical; spatial; bodily-kinesthetic; musical; interpersonal; and intrapersonal intelligences. Some programs in use in schools today apply Gardner's theory. The Key School in Indianapolis (Indiana), the Arts PROPEL program in Pittsburgh (Pennsylvania), and Project Spectrum are three examples. Preliminary results from teachers in these programs suggest that students are more motivated and that at-risk students can excel. Implications for educational practice are discussed. Three tables summarize some important points from the discussion. (Contains 11 references.) (SLD)

ED 362 577 UD 029 311

Dreilinger, Marilyn; Kerner, Ron

How To Help Children Succeed in School. The Family Forum Library.

PUB DATE- 92
NOTE- 16p.; For related document, see UD 029 312.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Academic Achievement; Children; Elementary Secondary Education; *Guidelines; Helping Relationship; *Parent Participation; Parent Role; Parent Student Relationship; *Reading Skills; Resources; *Skill Development; Student Responsibility; *Study Skills; Test Coaching; *Writing Skills

This booklet provides parents with insights as to what study skills are needed for successful learning and to illustrate their role as encouragers, motivators, and guides. It also provides parents with a review of the study skills students must use in order to improve their ability to learn. The ultimate aim of a study skills program is to develop responsible lifelong learners, responsible youngsters who take charge of their own education. Specific areas of discussion present ways parents can build interest in schoolwork, the strategies they can use to develop homework and study skills in their children, and what parents can do to help their children become better readers and writers. The concluding section examines test-taking and skills that are needed for test preparation, especially time management and reviewing the material the test will cover. A list of organizations is provided that can be contacted for more information on study skills, reading, writing, and other curriculum areas. (GLR)

ED 362 423 SO 022 819

Thirunarayanan, M. O.

Students' Conceptions of Selected Science, Technology and Society Issues: An Exploratory Multidimensional Scaling Study.

PUB DATE- May 90
NOTE- 250p.; Ph.D. Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- College Students; *Educational Research; Elementary School Students; Elementary Secondary Education; Females; Higher Education; High School Students; Males; *Science and Society; Scientific Literacy; *Statistical Analysis; *Student Attitudes; Technological Literacy; *Technology
IDENTIFIERS- Middle School Students

The purpose of this study was to explore students' conceptions of 31 selected science, technology, and society issues. Differences in such conceptions across different grade-levels and among males and females also were examined. A total of 138 males and females enrolled in grades five through eleven in a unified school district, and in freshman-level courses in a large university constituted the sample for the study. At each grade level approximately equal numbers of males and females were sampled. The major findings of the study included the following: (1) the subjects were able to relate to issues that had personal implications, such as human health issues and transportation safety issues, by the time they were in the fifth grade; (2) by the time they were in the ninth-grade, the students had developed meaningful conceptions of environmental issues that had local to global, as well as personal implications; (3) issues related to automation of work caused concern among female subjects at the ninth-grade and undergraduate levels; (4) there was evidence of progression of students' conceptions, beginning with conceptions of issues related to human health/disease and transportation safety at the fifth-grade level, and progressing to conceptions of broader environmental issues at the higher grade levels; and (5) a combination of quantitative and qualitative techniques of data analyses can be employed successfully to conduct research in the field of science, technology, and society education. Implications of these findings for science, technology, and society curriculum development are discussed. Suggestions are offered for further research. (Author/SG)

ED 362 462   SO 023 422

Lagache, Edouard

Diving into Troubled Waters: Sexual Discrimination in a Male Dominated Recreational Culture.

PUB DATE- 12 Apr 93
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Context; *Females; *Males; Popular Culture; *Recreational Activities; Sex Differences; *Sex Discrimination; Sex Role; Sex Stereotypes; Social Science Research; *Underwater Diving

This paper presents results of a study of sex discrimination in the culture of scuba divers. The research grew out of class related conflicts that permitted observation in ethnographic field work, the character of gender relations in the recreational activity of scuba diving. The project was intended to investigate the role of communities of practice in recreational scuba diving. To carry out the research, a local dive shop was used to conduct an ethnographic inquiry. Although much of the diving industry believes otherwise, women still face what is an abysmal set of social relations within recreational diving. Discrimination is still a rampant and insidious problem. In addition to the explicit macho character of some discrimination, discrimination takes on other more subtle modes that, while less explicit, is in some sense more damaging. What is particularly disconcerting is the control of women through their objectification. Research on the diving culture suggests that women are denied access to precisely those subcommunities that are necessary for stable participation within diving unless they submit to a subjugating relationship. The result is a high drop out rate for women divers unable to find a suitable diving partner. Through this mechanism, the diving culture is able to admit virtually any woman who is willing to pay for entry into the diving culture (via course and equipment fees), but not allow any woman participation within that culture except on its own sexist terms. (DK)

ED 362 481 SP 034 727

Thomas, Robert G.
Learning Needs of School Board Presidents in the Central Region.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Board of Education Role; *Boards of Education; *Educational Change; Educational Legislation; Elementary Secondary Education; Group Dynamics; Individual Characteristics; Job Skills; *Job Training; Politics of Education; *State Legislation
IDENTIFIERS- United States (Central)

This study sought to determine whether school boards from central region states with aggressive legislative education reform initiatives differ from school boards from nonreform states. Reform states, defined as states that have enacted statewide choice legislation, included Ohio, Minnesota, and Iowa. Nonreform states were Wisconsin, Michigan, Indiana, Illinois, and Missouri. The study described school board members based on the perceptions of school board presidents and explained differences between school board presidents from reform and nonreform states based on common legally mandated learning areas, sources of learning, group dimensions, and other demographics. The study found that school boards from reform and nonreform states do not differ with respect to learning, group relations, educational reform, district wealth, district size, or school board size. School board members learned to do their jobs primarily from the district superintendent or on the job. School board presidents were interested more in learning how to do their jobs and the impact of reform than they were about group relations. Recommendations are provided for school board members, superintendents, legislators, and other school personnel. (Contains 23 references.) (JDD)

ED 362 500 SP 034 764

Training Second Career Teachers in Math/Science Education. Final Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; *Career Change; Elementary Secondary Education; *Mathematics Teachers; Postsecondary Education; *Professional Personnel; Program Design; Program Effectiveness; *Science Teachers; *Teacher Education Programs; Teacher Placement; Teacher Recruitment; Teacher Shortage; *Teaching (Occupation)
IDENTIFIERS- New York (New York); Second Careers

The National Executive Service Corps, an organization which uses the skills and experiences of senior professionals, responded to the perceived shortage of qualified mathematics and science teachers in New York City. This paper describes a project designed to tap the skills and talents of retired scientists, engineers, and mathematicians who wished to enter teaching as a second career. The program consisted of five major parts: recruitment, orientation, training, placement, and support. These activities are described in the main body of this report.

A project summary points out that second career teachers bring something current, real, and relevant to lessons. However, while they recognized the content area knowledge of this group of new teachers, supervisors also noted weaknesses in classroom management skills and urged the inclusion of a practicum in the training component. General recommendations for future programs and an outline providing suggestions for what should be incorporated into an education program for the targeted population are included. Appendixes, which comprise about half the document, provides a list of state offices and administrators of the Executive Service Corps Network; an evaluation report of the first cohort of NESC teachers 6-month teaching interview; a design for analysis of NESC programs; and the agenda of a conference program on "Technical Talent from the Military and Industry." (LL)

ED 362 598 UD 029 518

Case, Karen I.
Implementing Cooperative Learning Strategies: A Conceptual Framework for Curriculum Enactment in an Urban Middle School.

PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (April 29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Techniques; Content Analysis; *Cooperative Learning; *Curriculum Development; Elementary School Students; Ethnic Groups; Intermediate Grades; Interviews; Junior High Schools; Junior High School Students; *Learning Strategies; Longitudinal Studies; *Middle Schools; Participant Observation; Qualitative Research; Research Methodology; Teacher Attitudes; *Urban Schools
IDENTIFIERS- Ethnic Differences; Middle School Students

Representing a work in progress, this paper presents the theoretical framework for a longitudinal case study involving the implementation of cooperative learning strategies in an ethnically diverse urban middle school. The effects that cooperative learning has on the curriculum as perceived by teachers are also to be examined during the 3-year span (1992-1995) of this study. Cooperative learning is defined as curriculum process, and the implementation of cooperative learning strategies as curriculum enactment. Qualitative methodology is used that relies heavily on interviewing, content analysis, and participant observation. The perceptions of teachers are crucial to uncovering answers to the three questions that guide the research, namely: To what degree have cooperative learning strategies been used? What impact have they had on the planned curriculum? and What are the factors that facilitate or inhibit the enactment of cooperative learning strategies in the classroom? (Contains 30 references.) (SLD)

ED 362 617 UD 029 538

Dianda, Marcella R.; And Others

Lee Conmigo: "Success for All" in Schools Serving Language Minority Students. Occasional Paper.

SPONS. AGENCY- Far West Lab. for Educational Research and Development, San Francisco, Calif.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Cooperative Learning; Disadvantaged Youth; Economically Disadvantaged; Elementary Education; Elementary School Students; *English (Second Language); Evaluation Methods; Hispanic Americans; Learning Strategies; *Limited English Speaking; Metacognition; *Minority Group Children; Program Content; *School Restructuring; Second Language Instruction
IDENTIFIERS- *Language Minorities; *Success for All Program

Success for All is a comprehensive schoolwide restructuring program that has improved reading achievement, increased attendance, reduced special education referrals and placements, and virtually eliminated within-grade retentions in high-poverty elementary schools serving African American children. It is noted that as Success for All has expanded since its first implementation in 1986-87 in inner-city Baltimore (Maryland), districts and schools that serve language minority students are adopting the program. This report explains how Success for All is grounded in approaches that are particularly effective in promoting language minority students' academic success, including use of cooperative learning, the integration of language and communication, and a focus on metacognitive learning strategies. It also discusses adaptations in program delivery and curriculum development, especially the development of a Spanish reading curriculum, Lee Conmigo ("Read With Me"), to meet language minority students' language needs. The report's final section discusses a longitudinal evaluation to track language minority students' progress in Success for All. (Contains 35 references.) (GLR)

ED 362 443 SO 023 287

A Guide to Curriculum Development in Social Studies.
PUB DATE- 92
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Curriculum Design;

*Curriculum Development; Elementary Secondary Education; Instructional Materials; Multicultural Education; *Social Studies; *State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Connecticut

The purpose of this guide is to assist curriculum planners in local school districts as they develop and implement their own programs of study. The guide is written for several audiences, including: boards of education; district, school, and departmental administrators; curriculum committees; and classroom teachers. The guide begins with a brief overview of the social studies field and then introduces identifiable curriculum development tasks. Those tasks, described in Chapter 1, are the organizing principles upon which this guide is based. Following preliminary questions, establishing a rationale and evaluating the present program, curriculum developers will find cognitive and affective goals in Chapter 2. Chapter 3 introduces alternative designs for a scope and sequence that provide information for local curriculum decision making. Chapter 4 surveys a wide variety of social studies teaching techniques, followed in Chapter 5 by guidelines for the development or procurement of teaching materials. Methods to implement and evaluate the newly revised or designed curriculum conclude the development process in Chapter 6. Chapter 7 shows how the social studies curriculum development process can be used to address multiculturalism. Ten appendices are included, among them: "Statewide Educational Goals for Students 1991-1995"; "Teaching about Controversial Issues"; and "A Code of Ethics for the Social Studies Profession." (Author/DB)

ED 362 519 SP 034 795

Pitton, Debra; And Others
Multicultural Messages: Nonverbal Communication in the Classroom.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Attitudes; Behavior; Blacks; Body Language; *Classroom Communication; *Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Elementary Secondary Education; Ethnic Origins; Eye Contact; Facial Expressions; Higher Education; Hispanic Americans; *Intercultural Communication; Multicultural Education; *Nonverbal Communication; Personal Space; Preservice Teacher Education
IDENTIFIERS- African Americans; *Diversity (Student); Euro Americans; Inclusive Educational Programs; Native Americans

In the drive to facilitate inclusion in the classroom, one often overlooked factor that affects the environment of all classrooms is nonverbal interaction. This study was conducted to identify some specific nonverbal messages that are often culturally bound; to help educators and others involved in education understand nonverbal signals and avoid inadvertently sending negative messages; and to validate the voice of diverse populations in the classroom. Individuals (N=22) from several cultures (European American, African American, Native American, Asian American, and Hispanic American), who reside in an urban area in Minnesota, were either interviewed or asked to respond to a questionnaire. Results are presented as a synthesis of culturally specific nonverbal behaviors gathered from respondents with respect to: eye contact, personal space, touch, voice, use of gestures, facial expressions, engaging behaviors, symbols, time, directness, educational attitudes, economics, and the function of language. Based on this information, it was concluded that successful integration of knowledge about nonverbal messages is a key component in the initial stages of multicultural education. (Contains 15 references.) (LL)

ED 362 538 TM 020 557

Kim, Lori Yoonkyung
Factors Affecting Student Learning Outcomes: A School-Level Analysis of the 1990 NAEP Mathematics Trial State Assessment.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Educational Environment; Educational Policy; *Grade 8; Junior High Schools; *Junior High School Students; Learning; *Mathematics Achievement; Mathematics Tests; National Surveys; *Outcomes of Education; Path Analysis; Predictor Variables; School Surveys; Student Evaluation; *Teacher Influence; Teaching Methods
IDENTIFIERS- *Trial State Assessment (NAEP)

Data from the 1990 National Assessment of Educational Progress (NAEP) Trial State Assessment (TSA) in mathematics were analyzed to determine what educational factors influence student learning, how these factors influence learning, and how important these factors are to student achievement. NAEP TSA data were collected from more than 100,000 eighth-grade students in approximately 100 schools in each of the 37 participating states. The database for the study consisted of information on teachers, administrators, and students from 3,351 schools. A modified version of the model of J. A. Centra and D. A. Potter was used to identify paths among important educational constructs using path analysis and the 1990 NAEP TSA data. Paths among characteristics of students, school conditions, and teachers; paths to behaviors of students and teachers; and paths to achievement were identified. Results confirm that student characteristics and student behavior have large impacts on student achievement. Findings further suggest that educators can influence student behavior through teacher behavior and school conditions. Efforts to improve education should focus on things the school can control through school policies and teaching strategies. Teacher content knowledge and academic emphasis are important factors through which schools can make a difference in student achievement. Eleven figures illustrate the discussion. (Contains 35 references.) (SLD)

ED 362 558 TM 020 603

Johnson, William L.; Johnson, Annabel M.
A Psychometric Analysis of the Charles F. Kettering Scale for a Junior High School Population.

PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Educational Environment; *Factor Structure; Institutional Characteristics; Junior High Schools; *Junior High School Students; Program Development; Psychometrics; *Rating Scales; *Secondary School Teachers; Staff Development; Test Construction; Test Reliability; *Test Validity
IDENTIFIERS- *CFK Ltd School Climate Profile (Fox et al); Statistical Analysis System

The reliability, validity, and factor structure of the Charles F. Kettering Scale, an instrument for the development of personnel and programs in schools, were investigated. The 40-item General Climate Factors section of the scale, a measure of educational environment, was completed by 30 administrators and teachers, 78 ninth graders, 66 eighth graders, and 83 seventh graders in a junior high school. Reliability was estimated, and coefficients were given. The Statistical Analysis System principal components program was used to examine construct validity. Five second-order factors represent the eight postulated scales of the instrument. Overall, data suggest that there are five "what is" subscales and three "what should be" subscales. The currently used subscale divisions may be inappropriate. Suggested refinements, including use of a five-point scale and different subscale divisions, may make the instrument more effective for a junior high population. Three tables present study findings. (Contains 24 references.) (SLD)

ED 362 578 UD 029 312

Dreilinger, Marilyn
School Attendance, Truancy and Dropping Out. The Family Forum Library.
PUB DATE- 92
NOTE- 16p.; For related document, see UD 029 311.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Academic Achievement; *Attendance; Drinking; *Dropout Prevention; Drug Use; *Educational Attitudes; *Family Influence; Guidelines; High Risk Students; *Parent Participation; Parent Role; Parent Student Relationship; School Role; Secondary Education; Secondary School Students; *Truancy

This booklet explores the necessary roles of the family and school in motivating youngsters to stay in school and to establish patterns for successful living. It covers what parents can do to develop responsible learners, and presents activities parents can use to build positive attitudes in their children about school as well as build confidence. The booklet also explains what truancy is and what truant students generally do during school hours, and provides a brief cautionary note on the things that parents do to encourage truancy. The reasons for lack of success in school and the creation of dropout mentality are explored, including drug and alcohol use; and what the parents' and schools' roles are in supporting dropout prevention. It is emphasized that parents make a difference in how much and how well their children learn, and that they should always be willing to complement what their children learn in school as well as being cheerleaders applauding their children's efforts. Additional resource material and organizations are listed. (GLR)

ED 362 424 SO 022 825

Knoll, Patricia C., Ed.
Listing of Education in Archaeological Programs: The LEAP Clearinghouse 1990-1991 Summary Report.
PUB DATE- 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archaeology; Audiovisual Aids; Citizen Participation; Curriculum Development; *Educational Resources; Elementary Secondary Education; Higher Education; *Instructional Materials; Learning Activities; *Local History; *Mass Instruction; Parks; Primary Sources; *Regional Programs; Teaching Methods
IDENTIFIERS- *National Park Service

This is the second catalog of the National Park Service's Listing of Education in Archaeological Programs (LEAP). It consists of the information incorporated into the LEAP computerized database between 1990 and 1991. The database is a listing of federal, state, local, and private projects promoting public awareness of U.S. archaeology including prehistoric, historic, terrestrial, and underwater. The listing categorized these educational activities among adult education, popular articles, audiotapes, brochures, ceremonies/dedication/commemorations, classroom presentations, community outreach, exhibits, films, newspaper articles, popular publications, posters, press releases, school curricula (elementary, middle, secondary), public service announcements, radio spots/interviews, slide presentations, television spots/interviews/programs, tours, videotapes, and volunteer involvement. Information in the report has been organized into chapters by major product categories: (1) posters, (2) brochures, (3) exhibits and displays, (4) public participation programs, (5) education programs, (6) audios/videos/films, (7) broadcasts, (8) press articles, (9) popular publications, and (10) community outreach. Product subcategories provide additional methods and materials under the main category. The catalog is based on product descriptions, and all the reported public awareness activities are listed by their general programs with a project summary and an identification of sponsoring agency or organization and contact person. Cross-referenced indexes list products by state, detailed categories, sponsoring agencies, and projects or programs. The products included are usually geographically specific and cover all time periods of North American human occupation. The products integrate cultural and natural resources to reach a broad audience and meet specific conservation objectives. The objectives of the national strategy for federal archaeology are included. (DK)

ED 362 463 SO 023 423

Cueto, Santiago; And Others

Promoting Peace: Integrating Curricula To Deal with Violence.

PUB DATE- 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Conflict Resolution; Curriculum Development; Curriculum Research; Elementary Secondary Education; *Integrated Curriculum; *Interpersonal Communication; Interpersonal Competence; *Peace; Problem Solving; Teaching Methods; *Violence

This document presents a critical analysis of two of the most popular types of programs that schools have implemented to prevent violence among students: (1) mediation programs, and (2) conflict resolution curricula. While both promote interpersonal skills necessary to prevent violence, their effectiveness has not been evaluated adequately. These programs are not sufficient by themselves to promote peace among youth, since they do not transcend the interpersonal level of conflicts to consider the involvement of groups of students, the school system, families, and communities in both the causes of violence and the promotion of peace as an alternative. Several mediation programs are described. The results from these programs seem to be positive, but usually only students who already possess social skills are trained as mediators, and they do not deal with situations where firearms, drugs, and physical or sexual abuse are involved. The goal of conflict resolution curricula is to teach students how to deal with interpersonal conflicts in a positive, nonviolent way. Among the most popular conflict resolution curricula available to schools are: (1) curricula that stand on their own; (2) curricula that are part of a set in different areas; and (3) those with a narrow focus. Research in both areas is highlighted. This article presents some possible characteristics of the next generation of violence prevention programs including comprehensive programs, continuous programs, creating caring communities, incorporating cognitive, affective, and behavioral components, and training students, school staff, and community representatives on conflict resolution and mediation. (DK)

ED 362 482 SP 034 733

Miller, Richard E.
Upgrading the Association for the Advancement of Health Education's Health Resources Information System.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Database Design; *Database Management Systems; Database Producers; *Databases; Elementary Secondary Education; *Health Education; Higher Education; Information Dissemination; Professional Associations; *Resource Materials
IDENTIFIERS- *Health Sciences Information; *List Processing; MEDLARS

The Association for the Advancement of Health Education (AAHE) and Academic Programs for Health Science, George Mason University (Virginia), have collaborated in upgrading AAHE's Health Resources Information System. The process involved updating the health resources information on file. This information, which represents addresses and telephone numbers of organizations providing materials on a variety of health topics (e.g., aging, nutrition, and substance abuse prevention), was initially stored in hard copy form. Subsequently, the information was scanned using optical character recognition software into a microcomputer database. Other resources have been added to the database by downloading information from the Library of Medicine's MEDLARS bibliographic database system. Resource records have been "field-tested" by university students who contacted the organizations for materials (e.g., pamphlets and posters). At this time, approximately 600 records of information can be easily categorized, sorted and printed-out in order to respond to AAHE membership requests for health resources. (Author)

ED 362 501 SP 034 765

Warring, Douglas F.; Huber, Susan J.
Collaboration in Education: The Urban Master's Program.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cohort Analysis; *College School Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Masters Degrees; Partnerships in Education; Program Development; Required Courses; School Districts; *Schools of Education; Special Education; *Urban Teaching
IDENTIFIERS- *American Federation of Teachers; *Collaboration for Improvement of Teacher Educ; Minneapolis Public Schools MN; Reform Efforts; University of Saint Thomas MN

This paper describes an inservice teacher education program--its development and its attempts to prepare teachers for urban environments. As the result of a collaborative venture between the University of St. Thomas (Minnesota), the American Federation of Teachers Local 59, and the Minneapolis (Minnesota) school district, a distinctive master's degree program emerged. The link between the union and the school of education offers joint development of courses and on-site graduate study at the union office complex. Both the university and the union believe that institutions of higher education must respond to the specific needs of learners regardless of setting and become partners in educational reform. In the partnership, the higher education institution brings research on effective instruction and models varied methods of delivery. The union and K-12 teachers contribute their current strategies for cross-curricular teaching and their perspectives on classroom organization and management. The document's appendixes provide a list of course requirements and a schedule for the Master of Arts in Curriculum and Instruction K-12 program, and both a course schedule and licensing requirements for a Master of Arts degree in Early Childhood Special Education. (Contains 16 references.) (LL)

ED 362 599 UD 029 519

Glanz, Niki L.
Self-Esteem and Achievement: Case Study of Success with Elementary At-Risk Students.
PUB DATE- Aug 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Black Students; Case Studies; Curriculum Evaluation; Elementary Education; *Elementary School Students; High Achievement; *High Risk Students; Instructional Leadership; Low Income Groups; *Minority Group Children; One Parent Family; Qualitative Research; *Self Esteem; Teaching Methods; *Urban Schools
IDENTIFIERS- Academic Self Concept; Georgia

This study explores the relationship of a self-esteem program to achievement of minority at-risk students. The researcher identified a high-performing urban elementary school (Monte Sano Elementary School) with a primarily low-income, single-parent, black student body. A qualitative research approach was used to collect data, and extensive observations of all aspects of the school's operation and interviews with all levels of school staff were conducted (approximately 75 hours of observation). Data then were analyzed for patterns that would describe the school's self-esteem program. The following five general headings, each comprising many subcategories, were found: (1) direct teaching; (2) discipline; (3) high academic expectations; (4) the personal touch; and (5) teaching values. Each category simultaneously promoted both students' self-esteem and academic achievement, suggesting that the two are closely interrelated in a successful elementary school setting for at-risk students. The significance of this finding in light of the on-going debate among educators and school critics between self-esteem and high academic standards is discussed. The study also offers a theoretical explanation for the findings--the significance of an effective principal who orchestrated and modeled the school's self-esteem/academic achievement program. Finally, the study provides possible applications and recommendations based on the findings. (Contains 68 references.) (Author/SLD)

ED 362 618 UD 029 539

Making Schools Work for Children in Poverty. A New Framework Prepared by the Commission on Chapter 1. Summary.
PUB DATE- 92
NOTE- 32p.; For the complete document, see UD 029 123.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Advisory Committees; Agency Role; *Children; *Compensatory Education; *Disadvantaged Youth; *Economically Disadvantaged; Educational Change; Elementary School Students; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Federal Programs; Financial Support; Guidelines; Poverty; *Program Design; Secondary School Students
IDENTIFIERS- Commission on Chapter 1; *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988; State Role

This document summarizes the following eight-component framework of the Commission on Chapter 1 for restructuring the Chapter 1 program: (1) have states set clear, high standards for all students; (2) devise new systems for schools to assess progress toward standards; (3) inform parents about how well their children are progressing toward standards and how they can help; (4) invest heavily in teachers, principals, and other adults in schools so that all students meet standards; (5) match funding to need and assure equity; (6) replace accounting for dollars with accountability for results; (7) integrate health and social service support in schools and school districts for Chapter 1 families; and (8) have states reward schools that progress and change those that do not progress. Part 1 discusses issues and rationale for the recommendations concerning the role of Chapter 1, based on the eight framework components. Part 2 summarizes the proposed Chapter 1 framework based on the eight components, in terms of the following parameters: congressional findings and mission; standards; eligibility and fiscal requirements of local and state education agencies; help and capacity-building; parent empowerment; health and social services; assessment; enforcement (benefits and sanctions); and research, development, evaluation, and dissemination. (RLC)

ED 362 444 SO 023 289

Lee, David

Women and Geography, 1993: A Bibliography.

SPONS. AGENCY- Association of American Geographers, Washington, D.C.
PUB DATE- May 93
NOTE- 26p.; This bibliography updates ED 343 820. For related documents, see ED 289 790, ED 305 316, and ED 252 480.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Demography; *Females; Foreign Countries; *Geography Instruction; Higher Education; Homosexuality; *Human Geography; Lesbianism; Resource Materials; Social Science Research; Womens Studies

This bibliography is an update of "Women and Geography: A Comprehensive Bibliography" which is published under the auspices of the Specialty Group on Geographic Perspectives on Women of the Association of American Geographers. Updates of the bibliography are issued annually. This bibliography project culminates more than a decade of research on the scholarship on gender issues that has been conducted by geographers. The original bibliography contains 658 entries, bringing together the published and unpublished research of 478 authors who are listed in an author index. Some 281 topics and geographical areas are examined and are listed in the subject index. This update contains 274 entries of works which examine gender considerations in human geography. Included are references to published articles in U.S. and foreign journals, books and chapters of books, and papers presented at professional meetings. The update is arranged alphabetically by author. Nationalities discussed include Norwegian, Filipino, Korean, Kenyan, Indian, Chilean, Russian, Austrian, Swiss, and German, among others. Works are included that deal with the problems of gays and lesbians in general, and gay and lesbian geographers in particular. The perpetuation of gender inequality and stereotypes is covered in several of the entries. Urban space, sex and violence, the changing job market, and gender demographics are other areas included. Many entries are about the status of women in developing nations of South and Central America or Asia. Some of the entries have a very brief description of the subject matter. (DK)

ED 362 520 SP 034 797

Study of Family Life Education Programs in Virginia Public School Divisions.

PUB DATE- Mar 93
NOTE- 44p.; Appendices contain broken print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Family Life Education; *Program Implementation; *Public Schools; *School Districts; State Departments of Education; *State Legislation; *State Programs; State Surveys
IDENTIFIERS- *Virginia

To fulfill an agreement with the 1992 General Assembly, the Virginia Department of Education conducted a study during the fall and winter of 1992-93 of school divisions' implementation of their Family Life Education (FLE) programs. The program was to provide comprehensive, age-appropriate, and sequential instruction in 10 specified content areas to K-12 students. Data related to nine program objectives were collected through the administration of a survey instrument to school divisions. The survey questions concentrated on: legislative and administrative mandates; instruction designed to promote parental involvement; establishment of goals; autonomy and flexibility; emphasis on abstinence; local option; consistency of administration and teaching; opt-out procedures; and program improvement. One hundred twenty-eight school divisions responded prior to the date the data were compiled and analyzed. This report begins with a review of relevant literature, legislative and regulatory mandates, and Department of Education administrative policies. The main body of the document reproduces the survey and discusses findings relative to each objective. Appendices provide copies of the Code of Virginia, Board of Education Regulations, and Department of Education Policies. (LL)

ED 362 539 TM 020 558

Dossey, John A.; And Others
Can Students Do Mathematical Problem Solving? Results from Constructed-Response Questions in NAEP's 1992 Mathematics Assessment.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constructed Response; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; *Mathematics Tests; Multiple Choice Tests; National Surveys; *Problem Solving; *Secondary School Students; Tables (Data); Test Construction; Testing Programs; *Test Results; Test Use; Thinking Skills
IDENTIFIERS- Large Scale Programs; *National Assessment of Educational Progress

In the 1992 mathematics assessment of the National Assessment of Educational Progress (NAEP), approximately one-third of the questions and about half of the student response time were devoted to questions asking students to construct their own responses. Regular constructed response items required a short answer with a problem solution, while extended constructed response required demonstration of student reasoning. Analysis of student papers shows that most made a conscientious effort to respond, but that performance left much to be desired. On regular constructed response questions, the average percent correct by grade level was 42 percent of grade 4, 53 percent of grade 8, and 40 percent of grade 12. For extended constructed response questions, the average percentages of student producing correct responses were 16 percent at grade 4, 8 percent at grade 8, and 9 percent at grade 12. Results indicate that extended constructed response questions can be successfully used in large-scale assessment and that they do signify student proficiency. The levels of performance on multiple-choice items were higher than for constructed responses. Sixty tables present study findings. A procedural appendix explains study methodology, with an additional seven tables. (SLD)

ED 362 559 TM 020 606

Neel, John H.
Induced Probabilities.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; Equations (Mathematics); *Mathematical Models; Monte Carlo Methods; *Probability; *Research Methodology; *Sample Size
IDENTIFIERS- *Induced Probabilities; Power (Statistics); *Variance (Statistical)

Induced probabilities have been largely ignored by educational researchers. Simply stated, if a new or random variable is defined in terms of a first random variable, then induced probability is the probability or density of the new random variable that can be found by summation or integration over the appropriate domains of the original random variable. The technique is often simple and can lead to useful results. Among these are a mode of teaching and learning, the development of new techniques, and the study of existing methods. The technique is sometimes applicable where Monte Carlo techniques would otherwise be used. Induced probabilities offer the advantage of exact rather than approximate effort and require less computer time. The approach is described and four examples of its use are presented to: (1) solve a simple probability problem; (2) define a new technique; and (3) find the sample size for a variance used in a power study. Four tables and one

ED 362 579 UD 029 386

Hatano, Akiyu; Kirkwood, Kevin
Who's Behind Middle School Reform? A Directory of National Organizations.
PUB DATE- Jul 93
NOTE- 94p.; Prepared by the foundation's "Program for Disadvantaged Youth".
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; Change Agents; *Curriculum Development; *Disadvantaged Youth; Educational Change; Educational Cooperation; *Educational Improvement; Inservice Teacher Education; Junior High Schools; *Middle Schools; *National Organizations; Program Descriptions; Public Schools; School Effectiveness; *Youth Programs
IDENTIFIERS- *Reform Efforts; Total Quality Management

This directory identifies 83 national and regional organizations with major programs focused specifically on young adolescents and/or schools serving the middle school grades. The programs listed have been designed to encourage and support schools to better serve these youths. The directory entry lists each program's name, address, phone number, Fax number, and contact person and title (if available); and presents a brief program description. The directory also provides an index that lists various subjects and indicates the pages on which programs addressing each subject can be found within the directory. (GLR)

ED 362 483 SP 034 734

Henson, Phillip; And Others
Talent Identification in Track and Field.
PUB DATE- Dec 89
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Aptitude Tests; *Athletes; Databases; Elementary Secondary Education; Females; Higher Education; Males; *Predictive Measurement; Scores; Statistical Analysis; *Talent Identification; Test Construction; *Test Norms; Test Use; *Track and Field

Talent identification in most sports occurs through mass participation and the process of natural selection; track and field does not enjoy such widespread participation. This paper reports on a project undertaken for the following purposes: improve the means by which youth with the potential for high level performance can be identified; develop normative tables for scores on various tests known to be indicators of track and field performance; develop statistically based equations for predicting future performance from test scores; establish norms for males and females at various competitive levels and different events; begin developing a scientifically rigorous method of predicting potential performance as well as the event that would be most appropriate for a particular athlete; and create a database that could be used for comparisons in the future. Approximately 1,200 male and female athletes throughout the country representing a wide range of abilities were evaluated using a series of tests of muscular power and speed, and anthropometric measures. Based on results, norms and predictive equations were constructed for several categories including sex, event, and level of competition (i.e., high school, college). Recommendations regarding a methodology for future talent identification and 26 statistical tables are included. (Contains 26 references.) (LL)

ED 362 502 SP 034 766

Regan, Helen B.; And Others
Teacher: A New Definition and Model for Development and Evaluation.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford.
PUB DATE- 92

NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC not available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Beginning Teachers; Cultural Context; Decision Making; *Educational Objectives; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Teacher Attitudes; *Teacher Evaluation; Teacher Responsibility; *Teacher Role; Teaching Experience; *Teaching Models
IDENTIFIERS- *Knowledge Base for Teaching; Pedagogical Content Knowledge; *School Culture; Teacher Knowledge

This book presents a conceptual model that supports a comprehensive program for professional development and evaluation. "The Professional Educator Development Model" is a framework that includes both a reconceptualization of teachers' roles and renewed consiueration of how teachers' beliefs and desired student outcomes influence teacher decisions. Critical attributes of a school culture wherein such a program can take root and grow are presented and the responsibilities of administrators in creating and maintaining an enabling school culture are specified. The publication begins with an introduction that describes the relationship between professional development and teacher evaluation, the assumptions on which this model rests, and an overview of the model. Succeeding chapters discuss aspects of educational knowledge and practice that the model encompasses: (1) being clear about student outcomes; (2) teacher beliefs; (3) teacher knowledge; (4) teacher responsibilities; and (5) school culture and the administrator role. Ideas and conclusions, as well as reflective activities which can be used for professional development groups are included. Appendixes provide a copy of the Connecticut Competency Instrument used to assess the performance of first-year teachers, and a list of competencies for experienced teachers. (Contains 42 references.) (LL)

ED 362 580 UD 029 483

Einbinder, Susan D.
Five Million Children: 1993 Update.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Aug 93
NOTE- 9p.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; *Economically Disadvantaged; Economic Impact; Employment; *Family Problems; Graphs; Low Income Groups; Minority Group Children; National Surveys; One Parent Family; *Population Trends; *Poverty; Statistical Data; Tables (Data); Urban Youth; *Young Children
IDENTIFIERS- Current Population Survey; *Recession

This publication, the third in a series of annual updates concerning young children and their families living in poverty in the United States, incorporates new statistical information from the 1992 March Supplement to the Census Bureau's Current Population Survey. The data provide an estimate of family poverty status for 1991 as measured by the federal poverty line, which is adjusted for annual cost-of-living increases and scaled to family size, but is not adjusted for location. In 1991, the poverty line was $10,860 for a family of 3, and $13,924 for a family of 4. The update also reports that the 1990-91 recession had a significant impact on children under age 6 years in America, with the number of poor children in this age group rising from 5.3 million to 5.6 million. Other data reveal that minority children are more likely to be poor than white children, children under the age of 6 years are more likely to be poor than any other age group, poverty-prone children are more likely to be in single parent families, and the poverty rates for children under age 6 years are highest in urban areas. A special section of the report discusses the effects of the 1990-91 recession. Eight tables and seven figures are included. An attachment summarizes data provided in the document. (GLR)

ED 362 600 UD 029 520

Delicio, Gail; And Others

Dimensions of Success as Identified by High-Achieving, Black, Pre-College Students.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the National Conference on Blacks in Higher Education (18th, Washington, DC, April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Black Students; *College Bound Students; Definitions; Educational Attitudes; High Achievement; High Schools; *High School Students; Identification; Interviews; Standardized Tests; *Student Attitudes; *Success; Summer Programs; Test Construction; Test Results

IDENTIFIERS- Causal Analysis; Causality Approach; Self Report Measures

The notion of phenomenal causality of C. Kraft (1991) was applied in the formulation of a self-report instrument to measure student perceptions of the dimensions of academic success. Instrument items were inspired by the students themselves in several hours of dialogue. Subjects were 55 male and 49 female black high school students at a summer career workshop in 1992 at Clemson University (South Carolina) for students with high academic rankings and superior performance in college preparatory programs and on national standardized achievement tests. Eight underlying elements that appeared to recur in analyses of student interview protocols were presented to students in all 28 possible pairs within a Thurstone's paired comparison type self-report instrument. The theoretical structure of the data emerged in the form of a graph with all eight statements plotted in two-dimensional perceptual space. The graph is presented as Figure 1, and two tables provide further information about the dimensions. (Contains 8 references.) (SLD)

ED 362 619 UD 029 540

Hoeben, Wijnand Th. J. G.
Educational Effectiveness and Curriculum: Quality Requirements of Curricula in Minority Education.
PUB DATE- Jan 91
NOTE- 15p.; Paper presented at the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, United Kingdom, January 2-5, 1991).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Curriculum Evaluation; Educational Improvement; *Educational Quality; Elementary School Students; Elementary Secondary Education; Evaluation Criteria; Feedback; Foreign Countries; *Minority Group Children; *Multicultural Education; Quality Control; *School Effectiveness; Secondary School Students; Time Factors (Learning)
IDENTIFIERS- *Netherlands; Opportunity to Learn

Quality requirements of curricula are analysed in terms of the educational effectiveness of their implementation. Improvement of educational effectiveness is seen primarily as taking place by improving the pupils' opportunity to learn, by increasing their time on task, by structuring and pacing their instruction, by clear and explicit objectives and by evaluating, feeding back and reinforcing their learning achievements. Education of minority students in the Netherlands and the quality of curricula for their education are analytically evaluated and discussed in terms of these elements of educational effectiveness. Evaluation, feedback and reinforcement, especially, are elaborated as inter-related elements of educational effectiveness, and, therefore, also as inter-related quality requirements of curricula. The analysis has implications for educational policy and development at the national and school level. (Contains 37 references.) (Author)

ED 362 425 SO 022 899

Newspaper Association of America Foundation: Report for 1991-92.
PUB DATE- May 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Cultural Awareness; Elementary Secondary Education; *Freedom of Speech; *Journalism; *Literacy Education; Mass Instruction; *Minority Groups; *Newspapers; Organizational Objectives; Public Opinion
IDENTIFIERS- *Bill of Rights; *Newspaper Association of America Foundation

This document contains the 1991-92 annual report of the Newspaper Association of America (NAA) Foundation. The group previously was known as the American Newspaper Publishers Association (ANPA) Foundation. Throughout the report, the foundation is referred to as ANPA when referring to past activities, and NAA when referring to the present and future. The foundation has four basic objectives: (1) develop informed and intelligent newspaper readers; (2) enhance minority opportunity in newspapering; (3) develop and strengthen public understanding of a free press; and (4) advance the professionalism of the press. The 200th anniversary of the Bill of Rights dominated the foundation's activities during 1991 and much of 1992. The foundation helped make free copies of the U.S. Constitution available to newspapers and offered a free poster containing questions and answers about the U.S. Constitution. Cash grants were awarded to several organizations in a continuing effort to promote understanding of the First Amendment by young people, students, and the general public. The foundation intensified its emphasis on minorities during 1991-92. In 1992 a diversity action plan was adopted, with a goal of achieving genuine progress in newspapers toward minority hiring, retention, and promotion by the year 2000. The plan emphasizes actions newspapers can take to advance the position of minorities in newspapers, and includes seminars, training programs, and fellowships. Education and literacy continued to be prime concerns. By the end of 1991, an estimated half a million newspapers a day were being distributed to classrooms throughout the nation through the Newspaper in Education program. (DK)

ED 362 445 SO 023 293

Vipond, Douglas
Situating Discourse in and beyond the Psychology Classroom.
PUB DATE- 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (San Diego, CA, April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Grade 9; Higher Education; High Schools; *Psychology; Social Science Research; *Teaching Methods; Undergraduate Students; *Writing Instruction; Writing Skills; *Writing Strategies

This paper shows how changing the learning situations in which psychology students find themselves can affect their motivation to write differently. When students have something to say to someone for some reason, they can learn both content and important lessons about writing. The paper describes a project that involved an introductory college psychology course in which the students wrote a booklet about psychology for a ninth-grade English class in a different city. The project involved five steps: (1) psychology students learn about experimental psychology; (2) grade 9 English students write letters of introduction to the psychology class; (3) psychology students compose first draft of the booklet; (4) English students edit and respond to first draft; and (5) psychology students revise booklet. The study found that because the writing of the students was resituated beyond the classroom, in their relationship with readers, their writing was motivated differently and in a positive manner. (DB)

ED 362 464 SO 023 424

van den Berg, Owen; Meerkotter, Dirk

Action Research in South Africa: Classroom Transformation in a Political Cauldron.

PUB DATE- 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Action Research; *Apartheid; Educational Change; Educational History; Educational Policy; Educational Research; *Educational Theories; Elementary Secondary Education; Foreign Countries; Government School Relationship; Guidelines; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; Racial Discrimination; *Racial Relations; Racial Segregation; Schools of Education; Social Action; Teaching Methods; Universities

IDENTIFIERS- Active Learning; Afrikaners; Bantu Education Act 1953; Christian National Education; Fundamental Pedagogics; *South Africa; University of South Africa

This paper discusses educational policies of teacher education in South Africa. The predominant theory of the Afrikaner ruling elite, Christian National Education, and its teaching style, Fundamental Pedagogics, structures schools on an authoritarian, paternalistic framework that perpetuates apartheid. Because teacher education was controlled through departments of education for each ethnic group, all of which were under the government control, the twin purposes of separation and inequality were successfully implemented from the passage of the Bantu Education Act in 1953 until the student protests that began with the Soweto uprising in 1976. As opposed to the Afrikaner universities, the English language universities began to look for ways to contribute towards changing the way initial teacher education was conducted, and towards opportunities for alternative forms of inservice teacher training (INSET). The Soweto uprising significantly accelerated the entry of private agencies into the field of INSET. Four types of nongovernmental INSET programs emerged: (1) those undertaken by universities, always with a research component; (2) those operating under the management of independent organizations set up especially for the purpose; (3) those run by bodies with wider interests for which INSET was but one activity; and (4) INSET agencies that have grown out of local community actions. The development of Peoples' Education and the action research programs developed in some of the universities are described. The most characteristic feature of the action research initiatives in the South African context has been their clear commitment to linking the political and the educational in a concerted effort to stimulate educational and social transformation. (DK)

ED 362 521 SP 034 804

Dunn, David, Ed.

Delivering Health Care to Refugees: Cross-Cultural Training To Enhance the Delivery of Quality Health Care to Culturally Diverse Persons.

SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Leaders; *Cross Cultural Training; Cultural Awareness; *Delivery Systems; Demonstration Programs; *Health Personnel; Health Promotion; Hospital Personnel; *Improvement Programs; Interpretive Skills; Limited English Speaking; *Medical Services; Physician Patient Relationship; Program Descriptions; Program Design; *Refugees
IDENTIFIERS- Colorado (Denver)

This manual was written for both health care professionals and community leaders wishing to work together to enhance the availability of culturally appropriate health care services for refugees. The material is also relevant to people who wish to develop the sensitivity and skill needed to serve any culturally diverse clientele. The booklet describes how hospitals, clinics, and community agencies wishing to enhance the delivery of quality health care in a culturally diverse environment might organize a collaborative cross-cultural training project. A whole-system approach is described: (1) to equip medical interpreters to take on case management responsibilities; (2) to equip "mainstream" hospital and clinic staff to serve refugee patients more effectively; and (3) to increase refugees' knowledge of the health care system. Several community agencies serving limited-English speaking persons, Denver Health and Hospitals staff, and the Denver Mayor's Office of Employment and Training collaborated on the design and implementation of this demonstration training project. An appendix provides an extensive resource list, some networking possibilities, and training partners for cultural awareness and intensive case management. (LL)

figure illustrate these analyses. (Contains 4 references.) (SLD)

ED 362 560 TM 020 607

Magolda, Peter M.; Robinson, Brenda M.
Doing Harm: Unintended Consequences of Fieldwork.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; College Students; Communication (Thought Transfer); Confidentiality; Credibility; *Educational Researchers; *Ethics; *Ethnography; *Field Studies; Fraternities; Higher Education; *Qualitative Research; Research Methodology; *Research Problems; Student Problems
IDENTIFIERS- Researcher Subject Relationship

The harm that can transpire during and after the fieldwork phase of research is examined, and the ethical obligations of qualitative researchers to respond are explored. Recognition that research has the potential to harm has led the research community to develop philosophical guidelines for ethical conduct. Qualitative researchers have also developed procedures for ethical conduct, bearing in mind that qualitative research alters the traditional relationship between researcher and researched and does not allow the researcher to remain a detached spectator. Experiences noted during a 15-month ethnographic study of development of community among college students and the acculturation of students in a college fraternity illustrate potential areas in which the research process could do harm. Analysis of these experiences suggests that researchers have an ethical obligation to forewarn participants of inevitable harm and an ethical responsibility to interact with respondents after the fieldwork is complete. Some harm is an inevitable outcome of fieldwork, and professional standards, administrative practices, and methodology are a necessary but insufficient guide for practice. Researchers must retain sensitivity to issues of harm and communicate openly with respondents. (Contains 22 references.) (SLD)

ED 362 484 SP 034 735

Winter, Stephen S.

Joining Undergraduate Liberal Arts Colleges with a Graduate M.A.T. Program To Implement the Holmes and Carnegie Recommendations.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *Extended Teacher Education Programs; Higher Education; Intermediate Grades; *Internship Programs; *Liberal Arts; Majors (Students); *Masters Degrees; Mentors; Middle Schools; *Program Design; *Program Implementation; Secondary Education; Summer Programs; Teacher Certification; Teacher Interns; Teaching (Occupation); Undergraduate Study
IDENTIFIERS- Fund for Improvement of Postsecondary Education; Kenyon College OH; Massachusetts; Preservice Teachers; Tufts University MA

This paper describes a combined B.A.-M.A.T. program, a project planned jointly by Kenyon College and Tufts University for the recruitment of outstanding liberal arts students who are interested in teaching careers. The program fulfills the requirements for teacher certification at the middle or secondary level in Massachusetts. The program offered an intensive in-school prepracticum experience joined with a seminar and a course in educational psychology in the summer between the junior and senior years. Students followed this with an independent study of the curriculum in their subject in two high schools during the senior year. They earned graduate credit for these courses. In the summer following graduation, the students did 150 hours of mentor-supervised student teaching and took another graduate course. They completed the requirements for the M.A.T. and certification through graduate courses in their academic subjects, additional courses in education, and a part-time paid internship. Part-tuition scholarships granted by Tufts University and internship earnings made the project financially attractive. The project produced an 18-page "Handbook for Mentors" to guide intern students and their mentors (copy attached). An executive summary is included and an appendix provides the 1989 and 1990 programs of study. (LL)

ED 362 540 TM 020 563

Glidden, Peter L.; Fry, Erin K.
Developing a Framework for a Fine-Grained Computational Theory of Algebra Learning.
SPONS. AGENCY- Illinois Univ., Urbana. Bureau of Educational Research.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Audiotape Recordings; *Cognitive Processes; Cognitive Psychology; *Computation; Educational Theories; Grade 8; Junior High Schools; *Junior High School Students; *Learning Strategies; *Mathematics Instruction; Middle Schools; Problem Solving; Protocol Analysis; Semantics; Syntax; Urban Schools; Visual Perception
IDENTIFIERS- Middle School Students; *Theory Development

Theoretical tools from cognitive science were used to put together a framework for a fine-grained theory of how students learn elementary algebra in the classroom. Developing the framework included assessing the shortcomings of current models, evaluating whether unified theories of cognition can be adapted for learning mathematics in the classroom, and discussing the extension of these theories. Protocols were collected from an eighth-grade class using the University of Chicago School Mathematics Project algebra text in an urban middle school. Audiotapes were made of student classroom conversations in working groups. Audiotapes from three students are quoted. Analyzing the data provides a framework for a fine-grained theory. Data suggest that in the initial stages of learning algebra, visual clues play a more important role than does syntactic or semantic understanding. Directly related is the importance of examples. Data also suggest that the more novel the problem, the more students are likely to rely on visual clues. Students in the early stages of learning tend to do mathematics problems based on how the symbols are arranged on the page, rather than syntactically deconstructing the expression or the underlying semantics. It is suggested that although a production system architecture is applicable to doing and learning mathematics in the classroom, students do not compose productions as quickly and easily as suggested by

ED 362 620 UD 029 541

Hughes, Mary Katherine
Hmong Concepts of Parenthood and the Family in the United States.
PUB DATE- Dec 90
NOTE- 109p.; Master's Thesis, Washington State University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Rearing; Cultural Background; Discipline; Educational Background; Ethnic Groups; *Family Attitudes; *Hmong People; *Immigrants; Laotians; *Parent Attitudes; Parent Role; Parents; Refugees; Sex Role; *Social Values; War
IDENTIFIERS- *Parent Surveys; Washington (Spokane)

The cultural values of Hmong parents in the Hmong community of Spokane (Washington) are described and interpreted. The perceptions of Hmong refugee mothers and fathers resettled in the United States are examined with regard to the family and their roles as parents. The cultural values of the Laotian Hmong are also examined prior to and during the Laotian Civil War, with an emphasis on the cultural patterns vested in the Hmong family. Approximately 70 families and 400 individuals made up Spokane's Hmong community in 1989. More than 30 parents responded to a survey about parenting. Parent values in this community vary by education level, fluency in English, and age, with the oldest parents the most traditional, and the youngest parents the most acculturated. Lack of financial resources is an overriding problem for the Hmong, complicated by cultural changes brought on by immigration, such as less child-rearing assistance than the traditional family provided. The expectations of Hmong parents differ from those of Anglo-American parents, particularly in areas of sex role and children's respect toward parents. The Hmong frequently believe in corporal punishment, but there is evidence that some Hmong parents are changing their parenting styles as they and their children adjust to the United States. Appendix A contains the parent survey in English and Hmong, and Appendix B discusses some Hmong concepts and traditions. (Contains 107 references.) (SLD)

ED 362 446 SO 023 365

Gage, Andrew, Ed.; Ockenden, Sandy, Ed.
The Food Scrapbook. A Collection of Articles on Food Issues for Use in Secondary Schools. Global Issues Reading Kit #2: Food. Revised Edition.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Employment and Immigration Canada, Ottawa (Ontario).
PUB DATE- 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Developing Nations; Economic Development; *Environmental Education; *Food; Foreign Countries; *Global Approach; Hunger; *Interdisciplinary Approach; *Nutrition; Resource Allocation; Secondary Education
IDENTIFIERS- Canada

The articles in this scrapbook present a global perspective that is both alarming and hopeful. Drawing from Southern and Northern experiences the articles describe a world in crisis, but they don't stop there. By critically examining the status quo, the articles attempt to get to the roots of the crisis, and then move onto describing avenues for change and stories of hope and success. This scrapbook, one in a series, focuses on the particular issue of food. Subtopics include hunger, famine, cash crops, soil, agribusiness, diet, food from the sea, hunger in Canada, the Canadian farm, food irradiation, women and agriculture, and alternatives and solutions. Many of the essential elements of positive development are highlighted throughout: sustainable economics and resource management; community empowerment; respect for human rights and dignity; and the recognition of the role and status of women. Following the readings is a section of teaching ideas and activities to guide the users through further examination of the ideas which the articles present. Individual sections of the scrapbook can be used on their own, or in conjunction with others. Users are encouraged to read with an open mind, a willingness to learn, and a desire for change that is both environmentally sustainable and socially just. (Author/SG)

ED 362 503 SP 034 767

Daresh, John C.; Playko, Marsha A.
Leaders Helping Leaders: A Practical Guide to Administrative Mentoring.
PUB DATE- Aug 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Administrators; *Educational Planning; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Leadership Responsibility; *Mentors; *Program Development; Program Evaluation; Program Implementation; School Districts

This book promotes professional development through the use of mentoring and provides guidance to educational planners and school administrators who wish to adopt, develop, design, implement, and evaluate inservice teacher education programs to train mentors. The first part of the guide presents: information for planning and implementing a structured mentoring program; purposes and benefits derived from mentoring; kinds of training programs available; a mentoring background quiz; experiences from existing training programs regarding identification of potential mentors; and an assessment system that tracks administrator's effectiveness with data and solid documentation. The remaining sections of the book provide a more complete view of what mentoring is; explore some of the major issues associated with planning, implementing, and evaluating a mentoring program, and offer practical advice designed to make the program an important part of administrative leadership development efforts at the district level. Three appendixes provide answers to the mentoring background quiz that appeared in chapter 1, mentoring scenarios, and a mentor-protege action planning form. (LL)

ED 362 522 SP 034 811

Bobbitt, Sharon A.
Heaven or Hell? The Teaching Environment of Beginning Teachers.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Classroom Environment; Comparative Analysis; *Context Effect; Difficulty Level; Educational Experience; Elementary School Teachers; Elementary Secondary Education; Institutional Characteristics; Private Schools; Public Schools; Secondary School Teachers; Teacher Attitudes; Teacher Characteristics; *Teaching Conditions
IDENTIFIERS- *Nurturance; *Perceived Environment; Schools and Staffing Survey (NCES)

This study expands on research conducted by Bobbitt and Weaver (1992) that assessed the experience of beginning teachers in the context of the "crucible versus cradle" paradigm. Using nationally representative data on teachers from the National Center for Education Statistics' Schools and Staffing Survey (SASS) of 1990-91, the analysis sought to determine those characteristics of teachers and schools that relate to how new teachers perceive their working conditions. The sample consisted of regular, full-time public school teachers (N=5,275) and regular, full-time private school teachers (N=1,459) who had 3 or fewer years of full-time teaching experience. A scale measuring the combined effects of each teacher's perceptions of their assignment difficulty and the support that the school gives to new teachers was developed from items on the SASS Public School Teachers questionnaire. Findings indicated that beginning teachers in elementary schools are much more likely to feel "nurtured" than their counterparts in secondary schools, regardless of whether they were in public or private schools, and that Black, non-Hispanic public school teachers experienced more positive teaching environments than any other racial/ethnic group. The document concludes with a discussion of implications for further research and four statistical tables. (LL)

ED 362 561 TM 020 609

Nonpublic School Enrollment and Staff, New York State, 1992-93.

PUB DATE- 93
NOTE- 17p.; For the 1991-92 report, see ED 351 368. Some tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; *Private Schools; Public Schools; Racial Differences; Religious Cultural Groups; *School Statistics; Secondary School Students; Secondary School Teachers; *State Surveys; Tables (Data)
IDENTIFIERS- *New York

This compilation of tables presents information about the 1992-93 enrollment of non-public schools in New York State. The following tables are included: (1) non-public enrollment by level and affiliation for kindergarten through grade 12, 1992-93; (2) trends of non-public school enrollment by affiliation for kindergarten through grade 12, 1988-89 to 1992-93; (3) racial/ethnic distributions of enrollment by affiliation, 1992-93; (4) trends of public and non-public enrollment for kindergarten through grade 12, 1967-68 to 1992-93; (5) instructional staff trends in non-public schools, 1988-89 to 1992-93; (6) number of non-public schools by affiliation, 1988-89 to 1992-93; (7) number of non-public schools by level, 1988-89 to 1992-93; (8) non-public school enrollment by county, 1992-93; (9) non-public school enrollment by affiliation, 1992-93; (10) non-public professional staff by county, 1992-93; and (11) non-public professional staff by affiliation, 1992-93. Data for 469,357 students in 1992-93 are provided. (SLD)

ED 362 581 UD 029 497

Micari, Susan

The Theater Workshop Project: Experiences in Enhancing the Literacy of Homeless People.

PUB DATE- 92

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Literacy; Children; Cultural Pluralism; *Economically Disadvantaged; *English (Second Language); Ethnic Groups; *Homeless People; Intergenerational Programs; *Limited English Speaking; Mothers; Reading Programs; Second Language Programs; Story Telling; *Theater Arts; Urban Programs; *Workshops

IDENTIFIERS- African Americans; *Language Minorities; New York (Bronx)

This paper presents excerpts from the author's diary describing the experiences encountered while conducting the Theater Workshop Project, a project designed for enhancing the literacy of homeless mothers and children. The project's objectives and techniques are to: (1) use storytelling in the shelters as an entertaining vehicle to begin to build the aural foundations of literacy (attention span, imagination, translation of sound to image, knowledge of narrative forms of literature, contact with the special language of literature, and building cultural pride and critical thinking skills through comparison of cultures and the folk genres that spring from them); (2) use acting as a vehicle for the children to express themselves in their own words, using narrative forms; and (3) run a simultaneous reading, writing, critical thinking laboratory for mothers, which combines study of children's literature and child development with the study of folklore and adult literature from the African American tradition to achieve an intergenerational literacy program. The workshops cover issues related to child development and reading behaviors that the mothers can use to get their children to enjoy reading. (GLR)

ED 362 601 UD 029 521

Polite, Vernon C.
If Only We Knew Then What We Know Now: The School-to-Work and School-to-College Transitions of African American Males in Suburbia.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; Career Planning; Cohort Analysis; *College Bound Students; *Education Work Relationship; Followup Studies; *Graduate Surveys; High Schools; High School Students; *Males; Mathematics Education; Postsecondary Education; Science Education; Student Attitudes; *Suburban Schools
IDENTIFIERS- *African Americans; Transitional Activities

The research reported in this paper is a follow-up study of a cohort (N=115) of African American males who attended a predominantly African American suburban school, Metropolitan High School (as it is called here) between 1986 and 1989. Cohort members have reached an average age of 21 years. Their former school district is located in a predominantly African American, near-central-city suburb. The mission of the high school is: "To ensure quality education for all students through effective teaching in a caring environment." This article examines the school-to-work and school-to-college transitions of the African American suburban cohort by linking its members' perceived high school experiences with their postsecondary activities. In the experimental format used here, the liberal use is made of quotations from the interviews to provide ample samples of the voices rarely heard in scholarly literature, those of African American males. The major foci are: (1) teachers and the academic challenge; (2) mathematics and the sciences; (3) career planning; (4) postsecondary educational pursuits; and (5) the realities of being African American, male, working-class, and unskilled. The similarities between the outcomes described by this group of African American males who attended a suburban school and their counterparts who attend troubled urban inner-city schools across the nation are noted. Five tables illustrate the discussion. (Contains 16 references.) (Author/SLD)

ED 362 426 SO 022 905

Brown, David W.
Cooperation among Strangers. An Occasional Paper of the Kettering Foundation.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; *Group Dynamics; *Interpersonal Competence; *Social Behavior; *Social Values; Stranger Reactions

IDENTIFIERS- Social Conventions

This document examines the function of social conventions among strangers. Conventions are regularities in behavior, sustained by an interest in coordination and an expectation of cooperation. Such regularities may arise temporarily or fall just as temporarily; they may exist in a particular time or place and may take time to evolve. From the existence of conventions comes the knowledge that due to the interdependence of people within a society, there is an intense interest in coordination among strangers. Without social organization there is no way to bring about such coordination. Moreover, conventions give a sense of communality to a culture in which individualism is a significant value. Individuals, however, may feel that personal efforts to solve social problems are minuscule or even futile. Leaders may recognize that conditional cooperation is ground enough for establishing a convention. For a new convention to arise, there has to be enough individuals to make that convention work. Sometimes people participate in social action because they do not realize the likelihood of failure. The experience may produce its own staying power. Progress affords encouragement to participants that success is possible and depends on cooperation. Even failure to produce new conventions may yield success stories. Not everyone may follow the path those who cooperate create, but their efforts may lead to solutions for social problems. (SG)

ED 362 465 SO 023 425

Bickmore, Kathy

Learning Inclusion/Inclusion in Learning: Citizenship Education for a Plural Society.

PUB DATE- Apr 93

NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Citizen Participation; *Citizenship Education; *Cultural Pluralism; Curriculum Evaluation; *Democracy; High Schools; Multicultural Education; Public Schools; Role Models; *Socialization; *Social Studies; Teaching Methods

This research involves case studies of four public high school teachers handling and modeling the problem of inclusion in their social studies classrooms. In interpreting and implementing social studies curriculum, teachers represent to their students particular images of citizenship, leadership, and the political system in which these are embedded. In hidden as well as overt social studies curriculum, students are shown what kinds of people may be social or political actors, and shown what kinds of behaviors are expected of citizens. Curriculum may attempt to foster love of country by emphasizing similarity and unanimity, minimizing conflict, or alternatively by emphasizing the wide scope of valued members in the national community, using conflict as a learning opportunity. For this study, contrasting versions of implemented social studies curriculum in their living form, including students' and teachers' words and deeds, in four high school classrooms in two economically and ethnically diverse districts were observed. The result of the data collection is a detailed picture of four implemented social studies curricula in specific multiethnic contexts, and a flavor of each teacher's reflections about their own work. The study concludes that classroom conflict is very often avoided. One teacher generally avoided conflict in either curricular substance or pedagogical process by focusing on independent seatwork. Another teacher in the same school used both pedagogical conflict and curricular conflict. The third used simple curricular content coupled with an open climate of conflictual discussion. The last teacher presented conflictual information by means of tightly teacher controlled pedagogical strategies. (DK)

some theories. (Contains 25 references.) (SLD)

ED 362 541 TM 020 568

Montgomery, Alesia; And Others
Educational Reforms and Students at Risk: A Review of the Current State of the Art.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 214p.; Paper commissioned for At-Risk Evaluation.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth; *Educational Change; Educational Improvement; Educational Innovation; Educational Quality; Elementary Secondary Education; *High Risk Students; Literature Reviews; Models; *Organizational Change; Program Implementation; *School Role; Student Characteristics
IDENTIFIERS- *Reform Efforts

What has been learned over the past few decades about children at risk is summarized, and current strategies to improve student and school performance and ways to achieve academic excellence with high reliability are suggested. Section 1 integrates research on students at risk into a conceptual framework for addressing societal, home, and school-related factors influencing academic success. Academic progress is considered an ongoing function of the quality of students' environmental and school-based resources and the incentives and pressures perceived by students to invest these resources in academic achievement. Risk factors are variables that decrease the probability of academic progress, aspects of societal, home, or school dysfunction rather than qualities inherent in children. Section 2 analyzes traditional and innovative responses to educating students at risk. Comprehensive strategies will be necessary to affect student opportunities and motives. Section 3 examines obstacles to reform implementation and suggests steps toward developing school organizational structures. Six main barriers to organizational reform are identified. Providing quality schools may be expensive, but in the long run it is cheaper than dealing with the effects of educational failure. (Contains 612 references.) (SLD)

ED 362 582 UD 029 501

Bonilla, Carlos A.; Brazda, Jana L.
School Dropouts: The Tragedy of America's Undereducated Youth.
PUB DATE- 93
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Black Students; Disadvantaged Youth; Dropout Prevention; Dropout Research; *Dropouts; Elementary Secondary Education; *Hispanic Americans; Incidence; Latin Americans; School Holding Power; Social Problems; Student Attitudes; Student Attrition; *Urban Schools; White Students
IDENTIFIERS- Latinos

The very high incidence of school dropouts throughout the nation is viewed as one of the major factors contributing to the failure of the American educational system, affecting not only the schools but the society as a whole. The social, political, and economic implications of the dropout problem are explored. The ability of the United States to compete in world markets is compromised because of the lack of skills of today's high school graduates, let alone those who have not finished high school. Particular emphasis is placed on the problems faced by Latino children. Some progress has been made in curtailing school desertion by Black and White children, but Latino students continue to quit school in large numbers. Some of the reasons for dropping out are discussed in quotes from students who have dropped out of school. A short skit is presented that dramatizes the dropout problem in light of the educational bureaucracy. An additional attachment is the "Quick Reference Guide to School Dropouts (1983-1991)" a list of 556 sources on the dropout problem. Five figures and two tables illustrate the discussion. (Contains 105 references.) (SLD)

ED 362 621 UD 029 620

Hardy, Janet B.; Zabin, Laurie Schwab
Adolescent Pregnancy in an Urban Environment: Issues, Programs, and Evaluation.
PUB DATE- Aug 91
NOTE- 413p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Child Development; Contraception; *Early Parenthood; Ethics; Health Education; Parent Education; *Pregnancy; Pregnant Students; Prevention; *Program Development; Program Evaluation; Secondary Education; Sex Education; Urban Problems; *Urban Youth; Youth Problems; *Youth Programs
IDENTIFIERS- Johns Hopkins University MD

An in-depth discussion of national and local statistics regarding teenage and adolescent pregnancy and the developmental issues involved opens this analysis. Problems and adverse consequences of adolescent pregnancy in an urban setting are explored using a city-wide random sample of adolescent births. A model pregnancy and parenting program and its evaluation are described in detail. The following chapters consider aspects of establishing such a model program: (1) "Ethical Issues in the Medical Care of Adolescents" (Timothy R. B. Johnson); (2) "The Johns Hopkins Adolescent Pregnancy Program (HAC)" (Services and Evaluation); (3) "Medical Management of Pregnant Adolescents" (John T. Repke); (4) "Nutrition and the Pregnant Adolescent" (John T. Repke and Linda Carr Watkinson); (5) "Health Education: Teaching the Pregnant Adolescent" (Linda Carr Watkinson); (6) "The Role of the Nurse Midwife and Pediatric Nurse Practitioner in Pregnancy Care and Prevention" (Marcia Gratton); (7) "The Johns Hopkins Parenting Program (TAC)" (Services and Evaluation); (8) "Psychological Support for Pregnant and Parenting Adolescents" (Babette R. Bierman); (9) "Parenting Education" (Rosalie Streett); (10) "Comprehensive versus Traditional Services for Pregnant and Parenting Adolescents: A Comparative Analysis" (Anne K. Duggan, Catherine DeAngelis, and Janet B. Hardy); (11) "Contraception and the Adolescent" (John T. Repke and Theodore M. King); (12) "Elective Abortion and the Pregnant Adolescent" (Ronald T. Burkman); (13) "The Consequences of Elective Abortion"; (14) "The Self Center: A School Linked Pregnancy Prevention Program"; (15) "Sexuality and Health Education" (Rosalie Streett); and (16) "The Self Center" (Program Evaluation). Additional information is provided in 102 tables and 28 figures. (Contains 285 references.) (SLD)

ED 362 602 UD 029 522

Levinson, Judith L.; Felberbaum, Lisa

Work Experience Programs for At-Risk Adolescents: A Comprehensive Evaluation of "Earn and Learn."

PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). Appendix C contains marginally legible print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Adolescents; *Attendance; *High Risk Students; High Schools; High School Students; Longitudinal Studies; Middle Schools; Parent Participation; Program Evaluation; *Program Improvement; Suspension; Urban Schools; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Earn and Learn Program IL; Evanston School District IL; *Middle School Students

Outcomes of a longitudinal study of the Earn and Learn program are summarized. Earn and Learn was a work-experience program initiated in 1972 as a school-based, goal-oriented program for at-risk middle school students designed to increase their self-image and school performance. Two evaluation studies were carried out. One study focused on the effects of this program on student middle school performance. A second study investigated long-term effects of Earn and Learn on high school performance. Both studies used a pretest-posttest experimental-control group design, with 44 Earn and Learn students and 35 controls, and 61 Earn and Learn students and 51 controls, respectively. Parent feedback was also sought. Overall, no differences were found between Earn and Learn and control groups for achievement test data, report card grades, tardies, suspensions, and graduation rate. Compared to controls, Earn and Learn students had fewer middle school absences and higher grades in language arts and mathematics (although not significantly different); and in high school, Earn and Learn students earned significantly more credit hours. Parents generally responded favorably to most aspects of the program. As a result of the evaluation, the program was restructured with more explicit selection criteria and redesigned work experience, community service, and career awareness components.

Aboudara-Robertson, Laurie

Redwood Middle School Responds to the Interdisciplinary
Challenge. Practitioner's Monograph #14.
20p. 1mf. L2 ED 361 907

Abu-Omar, Kristen, Ed.

Proceedings of Selected Research and Development Presentations
at the Convention of the Association for Educational
Communications and Technology Sponsored by the Research and
Theory Division (15th, New Orleans, Louisiana, January 13-17,
1993).
1190p. 13mf. L1 ED 362 144

Adams, Dewey A.

Diamond Anniversary Lecture Series.
46p. 1mf. L1 ED 361 595

Adams, Raymond J.

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Case, Karen I.

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(072) Book/Product Reviews

The Discovery of Personal Meaning: Affective Factors in Learning.	28p.	L1	ED 362 556
Music Education Software: A Critical Review of Products. A MicroSIFT Report.	21p.	L1	ED 362 422

(080) Journal Articles

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A Preliminary Study of Demonstratives in Aklanon Narratives.	22p.	L1	ED 362 056

(090) Legal/Legislative/Regulatory Materials

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Disability Information & Awareness: Afghanistan. Version 2.2.	50p.	L1	ED 361 919
Education with Production in East- and Southern Africa: A Bibliography. Bibliography No. 8. Research Programme on Education and Production in Theory and Action (EPTA).	80p.	L2	ED 362 461
Education, Culture, Human Rights, and International Understanding: The Promotion of Humanistic, Ethical, and Cultural Values in Education.	22p.	L2	ED 362 460
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Washington Community and Technical Colleges Academic Year Report, 1991-92.	76p.	L1	ED 362 237
Washington State Survey of Adolescent Health Behaviors.	129p.	L1	ED 361 622
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(142) Reports - Evaluative

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(021) Collected Works - Proceedings

AERA Vocational Education Special Interest Group Proceedings. American Educational Research Association Annual Meeting (Atlanta, Georgia, April 12-16, 1993).	407p.	L1	ED 361 472
American Perspectives on the International Congress on Mathematical Evaluation (7th, Quebec City, Quebec, Canada, August 17-23, 1992).	81p.	L2	ED 362 420
Commission of Professors of Adult Education. Proceedings of the Annual Conference (Tulsa, Oklahoma, October 31-November 2, 1988).	163p.	L1	ED 361 510
Dimensions of Literacy in a Multicultural Society. Conference Proceedings (Montreal, Quebec, Canada, 1992).			

	97p.	L1	ED 361 534
Assessment for Programming in Early Childhood Special Education. Futures File #2.	20p.	L1	ED 361 989
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The Business Guide to Publicly-Funded Training and Employment Programs.	38p.	L2	ED 361 475
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Child Safety Curriculum Standards.	239p.	L1	ED 361 634
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Community Collaborations for Family Literacy Handbook.	83p.	L1	ED 361 515
Cooperative Learning and Strategies for Inclusion: Celebrating Diversity in the Classroom. Children, Youth & Change: Sociocultural Perspectives.	188p.	L3	ED 361 952
Crisis in Family Law: Children as Victims of Divorce. Report #R101.	37p.	L1	ED 362 254
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Developing a Whole Language Program for a Whole School.	44p.	L3	ED 361 669
Educational Fund Raising: Principles and Practice. American Council on Education Series on Higher Education.	456p.	L3	ED 362 124
Educational Outcomes and Indicators for Early Childhood (Age 3).			

Bloodborne Pathogens Exposure Control Plan.
62p. L2 ED 362 255

The Committee Studying Contagious Disease Training for Public Safety Personnel. Report of the Committee on Training of the Criminal Justice Services Board to the Governor and the General Assembly of Virginia. House Document No. 15.
44p. L1 ED 361 474

County Education Districts Status Report to the Legislative Education Board. A Report Submitted to the Legislative Education Board, Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature.
64p. L1 ED 362 566

Educational Attainments of Students Living in Poverty. Report of the Department of Education to the Governor and the General Assembly of Virginia. Senate Document No. 13.
41p. L1 ED 362 590

Freedom of Religion: A Time for Justice. Second Special Edition.
22p. L1 ED 362 356

Goals 2000: Educate America Act. Report from the Committee on Education and Labor, Together with Dissenting and Supplemental Dissenting Views to Accompany H.R. 1804 . House of Representatives, 103d Congress, 1st Session.
69p. L1 ED 361 834

Hearing on H.R. 6: Assessment. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session.
62p. L1 ED 362 551

Hearing on H.R. 6: Reform Proposals for Chapter 1. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session.
216p. L1 ED 362 611

Hearings on H.R. 1804--Goals 2000: Educate America Act. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (April 22, May 4, and May 18, 1993).
261p. L1 ED 361 506

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The Proceedings of the Annual Meeting of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance (Omaha, NE, April 29-May 2, 1993). Abstracts.
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183p. L3 ED 361 769

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(132) Reference Materials - Directories/Catalogs

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Proceedings from the Child Care Policy & Research Symposium (Kingston, Ontario, June 3, 1991). Occasional Paper No. 2.
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Proceedings of Selected Research and Development Presentations at the Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (15th, New Orleans, Louisiana, January 13-17, 1993).
1190p. L1 ED 362 144

The Proceedings of the Annual Meeting of the Central District of the American Alliance for Health, Physical Education, Recreation, and Dance (Des Moines, IA, April 29-May 3, 1992). Abstracts.
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S.674, The Sensible Advertising and Family Education Act. Hearing before the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Third Congress, First Session.
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(101) Computer Programs

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(133) Reference Materials - Geographic Materials

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124p. L1 ED 362 265

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(022) Collected Works - Serials

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(134) Reference Materials - Vocabularies/Classifications

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